

**HUBUNGAN ANTARA KONTROL DIRI DAN KOMUNIKASI
INTERPERSONAL DENGAN KECENDERUNGAN KECANDUAN
INTERNET PADA MAHASISWA**



SKRIPSI

Diajukan Untuk Melengkapi Tugas-Tugas dan Memenuhi Syarat-Syarat
Guna Memperoleh Gelar Sarjana Psikologi (S.Psi)
Pada Fakultas Ushuluddin dan Studi Agama

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**PROGRAM STUDI PSIKOLOGI ISLAM
FAKULTAS USHULUDDIN DAN STUDI AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
1440/2019 M**

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ABSTRAK

Hubungan Antara Kontrol Diri dan Komunikasi Interpersonal Dengan Kecenderungan Kecanduan Internet Pada Mahasiswa

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Kecenderungan kecanduan internet merupakan penggunaan internet lebih dari 38 jam per minggu sehingga menyebabkan gangguan pada pola tidur, rutinitas keseharian dan hubungan sosial. Individu yang memiliki kontrol diri yang rendah cenderung sulit mengontrol penggunaan internet. Selain itu, faktor eksternal yang mempengaruhi kecenderungan kecanduan internet yaitu komunikasi interpersonal. Individu yang memiliki kemampuan bersosialisasi dalam dunia nyata berdampak pada relasinya dengan individu lain.

Penelitian ini bertujuan untuk mengetahui hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa. Subjek dalam penelitian ini adalah 154 mahasiswa Fakultas Ekonomi dan Bisnis Islam UIN Raden Intan Lampung. Hipotesis yang diajukan dalam penelitian ini adalah ada hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa. Alat ukur yang digunakan dalam penelitian ini adalah *Internet Addiction Test* (IAT), *Self Control Scale* (SCS) dan *Interpersonal Communication Inventory* (ICI) dengan model skala likert. Analisis data dilakukan menggunakan perhitungan regresi berganda.

Hasil penelitian pada analisis pertama diperoleh koefisien korelasi $R = 0.277$ dengan $F_{\text{reg}} = 6.262$ dengan $p = 0.002$ ($p < 0.01$). Hal tersebut menandakan bahwa ada hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa dengan sumbangan efektif sebesar 7.7 %. Sedangkan pada analisis kedua menunjukkan bahwa hasil koefisien korelasi ($r_{x_1y} = -0.275$ dengan $p = 0.000$ ($p < 0.01$)). Hal tersebut menandakan bahwa ada hubungan negatif antara kontrol diri dengan kecenderungan kecanduan internet pada mahasiswa dengan sumbangan efektif sebesar 7.6 %. Kemudian, analisis ketiga diperoleh data koefisien korelasi ($r_{x_2y} = -0.112$ dengan $p = 0.083$ ($p > 0.05$)). Hal tersebut menandakan bahwa tidak ada hubungan antara komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa .

Kata kunci : Kecenderungan Kecanduan Internet, Kontrol Diri dan Komunikasi Interpersonal



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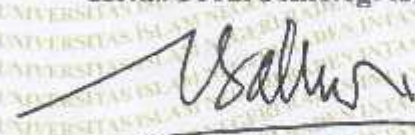
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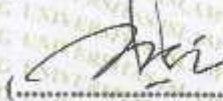
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MOTTO

Self love is self acceptance. We need to accept who we are, identify the strengths in that, and let those strengths guide our growth as people.

- Sherry Benton -

I follow three rules : do the right thing, do the best you can, and always show people you care.

- Lou Holtz -



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BAB I

PENDAHULUAN

A. Latar Belakang Masalah

Globalisasi adalah suatu hal yang tidak dapat dihindari, salah satunya yaitu teknologi canggih. Kecanggihan teknologi masa kini membuat hidup menjadi lebih mudah. Internet merupakan salah satu bentuk kemajuan teknologi yang memudahkan hidup dengan segala ketersediaan yang ada di dalamnya. Menurut Turban, Rainer dan Potter (2005) internet adalah sebuah jaringan besar yang menghubungkan jaringan komputer baik dari organisasi bisnis, organisasi pemerintah dan sekolah dari seluruh dunia secara langsung dan cepat. Keberadaan internet saat ini memudahkan masyarakat dalam mencari berbagai informasi terkait tugas sekolah, kepentingan belanja *online*, memesan makanan, menonton film secara *online* dan kegiatan-kegiatan lain yang memerlukan akses internet.

Penggunaan internet tidak terlepas dari adanya pro dan kontra yang terdapat dalam aspek positif maupun negatif. Beard (dalam Hasmujaj, 2016) mengemukakan bahwa meskipun aspek-aspek positif dari internet telah banyak mendapat apresiasi, namun sejumlah literatur mengemukakan mengenai aspek negatif dari penggunaan internet yang berlebihan. Penggunaan internet secara berlebihan dapat disebut sebagai kecanduan internet. Menurut Young (1996) kecanduan internet adalah pemakaian internet yang berlebihan hingga mengganggu pola tidur, produktivitas kerja, rutinitas keseharian dan kehidupan sosial. Young dan Suler (1998) mengemukakan bahwa penggunaan internet

menjadi masalah ketika hal itu mengganggu bagian lain dari kehidupan individu seperti tidur, kerja, dan hubungan sosial. Hal tersebut sejalan dengan pendapat DiNicola (dalam Hasmujaj, 2016) yang mengemukakan bahwa teknologi internet dapat mengubah cara individu dalam bersosialisasi, belajar, bekerja, belanja, mencari pekerjaan dan menghabiskan waktu luang.

Salah satu pengguna internet adalah mahasiswa. Mahasiswa dalam Kamus Besar Bahasa Indonesia (KBBI) didefinisikan sebagai individu yang belajar di Perguruan Tinggi. Dalam penelitian ini, mahasiswa yang akan diteliti adalah mahasiswa dengan perkiraan usia 18 sampai 25 tahun. Mahasiswa termasuk ke dalam kelompok usia dewasa awal, sebagaimana dikemukakan oleh Hurlock (2011) bahwa usia dewasa awal mencakup usia 18-40 tahun. Tugas perkembangan pada usia dewasa awal yaitu berinteraksi dengan lingkungan yang lebih luas dan memilih teman, belajar menyesuaikan diri, mencari pasangan hidup, mampu bertanggung jawab serta memiliki hubungan dengan suatu kelompok tertentu (Hurlock, 2011).

Selain itu, Arnett (dalam Santrock, 2017) mengemukakan bahwa mahasiswa mengalami masa transisi dari SMA menuju mahasiswa yang sering kali melibatkan karakteristik positif maupun negatif dimana mahasiswa cenderung merasa telah beranjak dewasa, mampu meluangkan lebih banyak waktu dengan kawan-kawan sebaya, memiliki lebih banyak peluang untuk mengeksplorasi berbagai gaya hidup dan nilai-nilai yang berbeda dan lebih terbebas dari pengawasan orang tua. Oleh karena itu, kemampuan untuk mengontrol diri dan

menjalin komunikasi interpersonal merupakan hal yang sangat penting dalam tugas perkembangan dewasa awal.

Problema yang biasanya muncul dikalangan mahasiswa dalam penggunaan internet adalah seringnya menunda tugas kuliah dan pekerjaan lainnya serta menarik diri dari rutinitas keseharian. Di dalam DSM-5 (2013) dijelaskan bahwa kecenderungan kecanduan internet berkaitan dengan berbagai macam dampak negatif, antara lain merusak hubungan dalam kehidupan nyata, mengganggu aktivitas masa lalu, tidur, pekerjaan, pendidikan, sosialisasi, dan hubungan. Berdasarkan penelitian yang dilakukan Young (1996) menyatakan bahwa kecanduan internet sebagaimana kecanduan obat-obatan, alkohol dan judi akan mengakibatkan kegagalan akademis, menurunkan kinerja, perselisihan dalam perkawinan bahkan perceraian. Hal tersebut sesuai dengan hasil wawancara awal peneliti terhadap tiga orang subjek.

Berdasarkan hasil wawancara awal terhadap mahasiswa, US (21 tahun) dan ZM (21 tahun) pada tanggal 9 Februari 2018 pukul 09.37 WIB yang mengatakan bahwa dirinya lebih banyak menghabiskan waktu luang untuk mengakses internet sehingga pola tidur terganggu, sering melupakan pekerjaan rumah, menunda waktu sholat, menunda tugas kuliah dan terkadang mengabaikan lawan bicara. Kedua subjek mengaku bahwa kurang mampu mengontrol diri dalam penggunaan internet. Sementara itu, hasil wawancara pada subjek FE (20 tahun) yang mengemukakan bahwa subjek mampu meregulasi dirinya dalam penggunaan internet dengan cara mengaktifkan data seluler pada jam-jam tertentu saja. Penggunaan internet dilakukan hanya saat dirinya sedang merasakan suasana

hati yang buruk. Akan tetapi, subjek menyatakan bahwa pada kesehariannya tidak terlepas dari aktifitas gadget seperti mendengarkan musik, bermain *game offline*, menonton film secara *offline* dan lain-lain. Berdasarkan hasil wawancara awal peneliti, diketahui bahwa penggunaan internet yang berlebihan dapat berdampak negatif.

Senada dengan hasil wawancara awal peneliti terhadap 3 subjek, berdasarkan survey yang dilakukan Asosiasi Penyelenggaraan Jasa Internet Indonesia (APJII) pada tahun 2017 jumlah pengguna internet di Indonesia mencapai 50% atau 143 juta individu dari jumlah total penduduk Indonesia. Selanjutnya, APJII menjabarkan bahwa sebanyak 49.52% pengguna internet berusia 19 hingga 34 tahun. Selain usia, faktor pendidikan mempengaruhi penetrasi internet di Indonesia. APJII (2017) mengemukakan bahwa sebesar 88.24% bergelar S2 dan S3 terhubung oleh internet. Kemudian, mayoritas pendidikan S1 dan Diploma juga telah menggunakan internet, yakni sebanyak 79.23%. Riset tersebut membuktikan bahwa penggunaan internet yang berlebihan dapat merubah pola komunikasi dan kontrol diri pada individu.

Menurut Young (1996) pecandu internet tidak dapat menghentikan keinginannya untuk *online* sehingga kehilangan kontrol dalam kehidupannya. Dalam DSM-5 (2013) menyatakan bahwa individu dengan penggunaan internet lebih dari 38 jam per minggu dikategorikan sebagai pecandu internet (*internet addiction*). Hal tersebut didukung oleh Greenfield (dalam Young dan Abreu, 2017) dalam penelitiannya yang menunjukkan bahwa pecandu internet diklasifikasikan sebagai pengguna *online* yang mengalami ketergantungan pada

umumnya berlebihan dalam penggunaan online dan menghabiskan waktu antara 40 sampai 80 jam per minggu, dengan sesi-sesi yang bisa memakan waktu hingga 20 jam.

Terdapat 2 faktor yang mempengaruhi kecanduan internet yaitu internal dan eksternal. Faktor internal adalah faktor yang timbul karena adanya dorongan dari dalam diri individu. Diduga, salah satu faktor internal dalam kecanduan internet adalah kontrol diri. Tangney, Baumeister dan Boone (2004) mendefinisikan bahwa kontrol diri sebagai kemampuan untuk mengesampingkan atau mengubah respons batin seseorang, serta mencegah kecenderungan perilaku yang tidak diinginkan dan menahan diri dari melakukan perilaku tersebut. Peele (dalam Young dan Abreu, 2017) berpendapat bahwa individu rentan mengalami kecanduan internet ketika individu merasa kurang atau tidak memiliki kepuasan hidup, tidak intimasi atau hubungan yang kuat dengan orang lain, kurang percaya diri atau tidak memiliki minat yang kuat hingga kehilangan harapan.

Greenfield (dalam Ningtyas, 2012) mengemukakan bahwa pecandu *online* merasa nyaman ketika mengakses internet. Hal tersebut berdampak pada kehilangan pekerjaan, menghabiskan lebih sedikit waktu bersama keluarga, dan perlahan-lahan menarik diri dari rutinitas kesehariannya. Penelitian yang dilakukan Widiani, Retnowati dan Hidayat (2004) yang mengemukakan bahwa semakin tinggi kontrol diri individu, maka semakin rendah kecenderungan kecanduan internet pada individu dan sebaliknya, semakin rendah kontrol diri maka semakin tinggi kecenderungan kecanduan internet.

Selain itu, faktor yang menyebabkan timbulnya kecenderungan kecanduan internet yakni faktor eksternal. Faktor eksternal adalah faktor yang timbul karena adanya dorongan dari luar diri individu. Salah satu faktor eksternal yang dapat mempengaruhi penggunaan internet secara berlebihan adalah komunikasi interpersonal. Menurut DeVito (2011) komunikasi interpersonal adalah pengiriman pesan-pesan dari seseorang dan diterima oleh individu lain atau sekelompok orang dengan efek dan umpan balik secara langsung. Penelitian Ko, Yen, Yen, Chen, Weng dan Chen (2008) yang mengemukakan bahwa kecanduan internet berkaitan dengan variabel psikologis seperti rasa malu, kesepian, kecemasan, depresi, dan hubungan interpersonal. Selaras dengan penelitian tersebut, Lee dan Stapinski (dalam Azher, Khan, Salim, Bilal, Hussain & Haseeb, 2014) berpendapat bahwa penggunaan internet yang berlebihan dapat mengakibatkan kekhawatiran sosial dan menghindari interaksi sosial.

Ada pula sebagian individu-individu yang lebih nyaman berkomunikasi dalam dunia maya. Valkenburg dan Peter (dalam Young dan Abreu, 2017) berpendapat bahwa internet memengaruhi kesejahteraan melalui potensinya untuk mengubah sifat komunikasi dan interaksi sosial. Ferris (dalam Young dan Abreu, 2017) mengemukakan pendapatnya bahwa penggunaan internet yang berlebihan atau problematik sering muncul dari masalah interpersonal seperti introversi atau masalah sosial.

Leung menjelaskan bahwa banyak pecandu internet tidak dapat berkomunikasi dengan baik di dalam situasi tatap muka (dalam Young dan Abreu, 2017). Sehingga berkomunikasi secara *online* tampak lebih aman dan mudah bagi

individu. Hal tersebut sejalan dengan pendapat Young (dalam Dewi & Trikusumaadi, 2016) bahwa individu yang sebenarnya mampu berinteraksi dengan baik dalam dunia nyata cenderung memilih berinteraksi melalui dunia maya karena kenyamanan yang ditawarkan. Akibatnya, kemampuan individu untuk berinteraksi dan bersosialisasi dalam dunia nyata menjadi tumpul serta berdampak pada relasi individu dengan orang lain. Seperti yang dikemukakan oleh Greenfield (Ningtyas, 2012) bahwa sebagian individu-individu mulai mengabaikan hubungan sosial dengan kerabat, rekan kerja, dan komunitas karena lamanya mengakses internet.

Berdasarkan latar belakang yang telah dijabarkan di atas, maka penelitian mengenai hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet penting dilakukan mengingat banyaknya dampak negatif dari kecanduan internet. Dampak negatif tersebut seperti individu cenderung menarik diri dari rutinitas keseharian dan menghindari interaksi sosial sehingga dapat memperburuk kontrol diri dan komunikasi interpersonal. Penelitian ini penting diteliti mengingat tingginya kecenderungan kecanduan internet pada mahasiswa di era milenial dan kurangnya kontrol diri dalam mengakses internet serta minimnya komunikasi interpersonal pada mahasiswa. Penelitian ini merupakan penelitian kuantitatif dengan subjek yang diteliti adalah mahasiswa Fakultas Ekonomi dan Bisnis Islam UIN Raden Intan Lampung.

B. Tujuan Penelitian

Berdasarkan latar belakang di atas, maka tujuan dari penelitian ini adalah sebagai berikut.

1. Untuk melihat hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung.
2. Untuk melihat hubungan antara kontrol diri dengan kecenderungan kecanduan internet pada mahasiswa Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung.
3. Untuk melihat hubungan antara komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung.

C. Manfaat Penelitian

Berdasarkan tujuan penelitian di atas, maka manfaat dari penelitian ini adalah sebagai berikut.

1. Manfaat Teoritis

Penelitian ini diharapkan dapat menambah wawasan dan perkembangan ilmu di bidang psikologi sosial khususnya dalam kontrol diri serta komunikasi interpersonal kaitannya dengan kecenderungan kecanduan internet pada mahasiswa Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung.

2. Manfaat Praktis

Penelitian ini diharapkan dapat dijadikan sebagai bahan untuk sosialisasi dan psiko-edukasi terkait kecenderungan kecanduan internet, kontrol diri dan komunikasi interpersonal bagi mahasiswa yang mengalami kecenderungan kecanduan internet.

BAB II

TINJAUAN PUSTAKA

A. Kecenderungan Kecanduan Internet

1. Pengertian Kecenderungan Kecanduan Internet

Internet merupakan sebuah jaringan global yang menyediakan berbagai macam fasilitas informasi dan komunikasi. Oetomo (2002) berpendapat bahwa International Network (Internet) adalah sebuah jaringan komputer yang sangat besar yang terdiri dari jaringan-jaringan kecil yang saling terhubung yang menjangkau seluruh dunia. Penggunaan internet secara berlebihan dapat disebut sebagai kecanduan internet.

Young (1996) berpendapat bahwa kecenderungan kecanduan internet adalah pemakaian internet yang berlebihan hingga mengganggu pola tidur, produktivitas kerja, rutinitas keseharian dan kehidupan sosial. Young juga mengemukakan spesifikasi kecanduan sendiri didasarkan pada perilaku penggunaan internet yang tidak perlu (tidak berhubungan dengan akademis atau pekerjaan) dan waktu penggunaan yang berlebihan. Pecandu internet membuat internet adalah hal yang diprioritaskan daripada kehidupan nyata seperti keluarga, teman, pekerjaan dan lain-lain. Menurut Ferris (1997) kecenderungan kecanduan internet merupakan suatu gangguan psikofisiologis yang meliputi *tolerance* (penggunaan dalam jumlah yang sama akan menimbulkan respon minimal, jumlah harus ditambah agar dapat membangkitkan kesenangan dalam jumlah yang sama), *withdrawal symptoms* (khususnya menimbulkan tremor, kecemasan, dan perubahan *mood*), gangguan afeksi (depresi, sulit menyesuaikan diri) dan

terganggunya kehidupan sosial (menurun atau hilang sama sekali, baik dari segi kualitas maupun kuantitas).

Berdasarkan pendapat dari para ahli, maka dapat disimpulkan bahwa kecenderungan kecanduan internet adalah pemakaian internet yang tidak perlu dan secara berlebihan serta tidak memiliki kemampuan dalam mengontrol penggunaan internet sehingga mengganggu produktivitas kerja, rutinitas keseharian, pola tidur, mengganggu suasana hati, dan merasa gelisah ketika *offline*.

2. Aspek-aspek Kecenderungan Kecanduan Internet

Aspek-aspek dari kecenderungan kecanduan internet menurut Young (1999) diantaranya adalah sebagai berikut.

a. Mengutamakan Internet (*Salience*)

Individu menjadikan internet sebagai kebutuhan utama untuk kehidupannya. Sehingga individu merasa disibukkan dengan penggunaan internet.

b. Penggunaan Berlebihan (*Excessive Use*)

Individu menggunakan internet secara berlebihan tanpa memiliki batasan diri dalam pemakaian internet bahkan memerlukan waktu tambah untuk mencapai kepuasan dalam mengakses internet.

c. Mengabaikan Pekerjaan (*Neglect Work*)

Individu yang memprioritaskan internet sebagai bagian dari aktifitasnya sehingga cenderung mengabaikan pekerjaan-pekerjaan.

d. Antisipasi (*Anticipation*)

Individu yang mengakses internet lebih lama dari waktu yang dibutuhkan cenderung gagal mengantisipasi diri dalam penggunaan internet sehari-hari.

e. Ketiadaan Kendali Diri (*Lack of Control*)

Ketidakmampuan individu dalam mengendalikan, mengurangi atau menghentikan dirinya dalam penggunaan internet. Sehingga merasa gelisah, murung, mudah marah bahkan depresi ketika mencoba untuk mengurangi atau menghentikan penggunaan internet.

f. Melalaikan Kehidupan Sosial (*Neglect Social Life*)

Individu yang memilih untuk mengakses internet secara *online* berani mengambil resiko kehilangan orang-orang terdekat. Sehingga internet mengambil peran sosial yang dimiliki individu.

Berdasarkan penjabaran di atas, maka dapat disimpulkan bahwa aspek-aspek kecenderungan kecanduan internet adalah mengutamakan internet, penggunaan yang berlebihan, mengabaikan pekerjaan, antisipasi pemakaian internet, ketiadaan kendali diri dan melalaikan kehidupan sosial.

3. Karakteristik Kecenderungan Kecanduan Internet

Adapun karakteristik kecenderungan kecanduan internet menurut para ahli sebagaimana dijelaskan pada tabel 1.

Tabel 1.
Karakteristik Kecenderungan Kecanduan Internet

| Young (1996) | Griffiths (2005) | Block (2008) | Tao (2010) |
|--|---|---|---|
| Merasa sibuk dengan internet | Internet menjadi prioritas utama | Penggunaan berlebihan dengan hilangnya rasa waktu | Asyik dengan internet dan menarik diri dari lingkungan |
| Perubahan suasana hati ketika mencoba menghentikan penggunaan internet | Modifikasi suasana hati | Konsekuensi yang merugikan | Gangguan fungsional |
| Meningkatnya jumlah waktu yang dibutuhkan dalam penggunaan internet | Toleransi | Toleransi | -Durasi minimal 3 bulan - Setidaknya 6 jam penggunaan internet non-bisnis per hari |
| Upaya yang gagal untuk berhenti menggunakan internet | Menarik diri | Merarik diri | Satu atau lebih : toleransi, upaya yang gagal untuk mengendalikan penggunaan internet, penggunaan berkelanjutan meskipun ada masalah, kehilangan mina lain, digunakan untuk melarikan diri atau menghilangkan suasana hati yang tidak menentu |
| Tetep <i>online</i> lebih lama dari yang dibutuhkan | Konflik | | |
| Berbohong untuk menyembunyikan pemakaian internet | Gagal mengantisipasi diri dalam penggunaan internet | | |
| Berani mengambil resiko kehilangan pekerjaan dan hubungan sosial | | | |
| Menggunakan internet sebagai pelarian diri dari masalah atau menghilangkan perasaan yang buruk | | | |

4. Klasifikasi Kecenderungan Kecanduan Internet

Young dan Abreu (2017) memaparkan bahwa terdapat lima klasifikasi kecenderungan kecanduan internet yaitu sebagai berikut.

a. *Cybersexual Addiction*

Individu terlibat dalam melihat, mengunduh dan berdagang pornografi secara *online*.

b. *Cyber-relational Addiction*

Orang menjadi terlalu terlibat dalam hubungan *online*, lebih penting daripada kehidupan nyata, dengan perselisihan perkawinan dan ketidakstabilan keluarga.

c. *Net Compulsion*

Klasifikasi ini meliputi perjudian, belanja dan perdagangan *online*.

d. *Information Overload*

Penjajahan web yang berlebihan dan pencarian informasi dan basis data.

e. *Computer Addiction*

Individu yang terlalu sibuk dengan game yang telah diprogram.

5. Faktor-faktor yang Mempengaruhi Kecenderungan Kecanduan Internet

Yee (2002) mengemukakan dua faktor yang mempengaruhi individu dengan kecenderungan kecanduan internet yaitu sebagai berikut.

a. Faktor Atraksi (*Attraction Factor*)

Faktor atraksi terdiri dari 3 hal utama, yaitu lingkaran *reward* yang terelaborasi didalam internet, jaringan relasi dalam penggunaan internet

yang semakin luas dan banyak, serta lingkungan virtual yang membuat individu bermain lebih lama.

b. Faktor Motivasi (*MotivationFactor*)

Faktor motivasi adalah tekanan-tekanan atau masalah-masalah dalam kehidupan nyata yang dapat menggunakan faktor atraksi sebagai jalan keluarnya. Masalah yang mungkin dihadapi pada faktor ini adalah masalah *self-esteem*, *self-image*, kurang mampu mengontrol hidup, merasa tidak berguna, tidak mampu membentuk atau mempertahankan relasi serta berbagai tekanan lain dalam kehidupan nyata. Hal-hal yang menjadi perbedaan derajat dalam kecanduan yang dialaminya.

Selain itu, Leung (dalam Yee, 2002) berpendapat bahwa aspek sosial yang merupakan faktor utama dalam banyak kasus kecanduan internet, pecandu internet sering mengalami masalah dengan hubungan sosial dan merasa kesepian seolah mereka tidak pernah merasakan perasaan kebersamaan. Faktor-faktor penyebab lainnya antara lain ialah interaksi antara pengguna internet dalam komunikasi dua arah, ketersediaan fasilitas internet, kurangnya pengawasan, motivasi individu pengguna internet, dan kurangnya kemampuan individu dalam mengontrol perilaku. Berdasarkan penjelasan tersebut, maka dapat disimpulkan bahwa faktor-faktor yang mempengaruhi kecenderungan kecanduan internet yaitu faktor atraksi dan faktor motivasi.

6. Tingkat Kecenderungan Kecanduan Internet

Young (1996) mengategorikan kecenderungan kecanduan internet dalam tiga tingkatan yaitu sebagai berikut.

a. *Mild*

Individu pada tingkatan ini termasuk dalam pengguna internet rata-rata. Individu menggunakan internet dalam waktu yang lama, tetapi individu memiliki kontrol dalam penggunaannya.

b. *Moderate*

Individu pada tingkatan ini mulai sering mengalami beberapa permasalahan dari pengguna internet. Internet merupakan hal yang penting, namun tidak selalu menjadi yang utama dalam kehidupan.

c. *Severe*

Individu pada tingkatan ini mengalami permasalahan yang signifikan dalam kehidupannya. Internet merupakan hal yang paling utama sehingga mengabaikan kepentingan-kepentingan yang lain.

Berdasarkan penjelasan di atas, maka dapat disimpulkan bahwa terdapat tiga tingkat kecenderungan kecanduan internet, yaitu *mild* sebagai pengguna internet rata-rata, *moderate* sebagai pengguna internet yang mulai mengalami berbagai masalah di kehidupan, dan *severe* sebagai pengguna internet yang mengalami permasalahan secara signifikan di kehidupannya.

B. Kontrol Diri

1. Pengertian Kontrol Diri

Kontrol diri merupakan salah satu potensi yang dapat dikembangkan dan digunakan individu selama menjalani proses-proses dalam kehidupan, termasuk dalam menghadapi kondisi yang ada di lingkungan disekitarnya. Menurut Tangney, Baumeister dan Boone (2004) mendefinisikan bahwa kontrol diri sebagai kemampuan untuk mengesampingkan atau mengubah respons batin seseorang, serta mencegah kecenderungan perilaku yang tidak diinginkan dan menahan diri dari melakukan perilaku tersebut. Goldfriend dan Merbaum (dalam Ghufroon, Nur & Risnawati, 2011) mendefinisikan kontrol diri yaitu sebuah kemampuan untuk menyusun, membimbing, mengatur, dan mengarahkan perilaku individu ke arah yang positif termasuk dalam menghadapi kondisi yang terdapat di lingkungan sekitarnya. Sementara itu, Berk (dalam Gunarsa, 2004) berpendapat bahwa kontrol diri adalah kemampuan individu untuk menahan keinginan atau dorongan sesaat yang bertentangan dengan tingkah laku yang tidak sesuai dengan norma sosial.

Averill (1973) mendefinisikan kontrol diri sebagai variabel psikologis yang mencakup kemampuan individu untuk memodifikasi perilaku, kemampuan individu dalam mengelola informasi yang tidak penting atau penting dan kemampuan individu untuk memilih suatu tindakan yang diyakininya. Chaplin (2011) mengemukakan bahwa kontrol diri adalah kemampuan untuk membimbing tingkah laku sendiri; kemampuan untuk menekan atau merintang impuls-impuls atau tingkah laku impulsif. Menurut pendapat Hurlock (dalam Ghufroon et

al.,2011) kontrol diri berkaitan dengan cara individu mengendalikan emosi serta dorongan-dorongan dari dalam diri.

Berdasarkan definisi para ahli di atas, maka dapat disimpulkan bahwa kontrol diri adalah suatu kemampuan yang dimiliki oleh seseorang dalam membimbing, mengatur dan mengendalikan diri agar berperilaku sesuai dengan norma sosial yang ada serta mencegah kecenderungan perilaku yang tidak diinginkan, termasuk dalam menghadapi dan memilih suatu tindakan terhadap situasi atau kondisi yang terjadi di lingkungan sekitar berdasarkan apa yang diyakini.

2. Aspek-aspek Kontrol Diri

Menurut Tangney, Baumeister dan Boone (2004) mengemukakan bahwa kontrol diri memiliki lima aspek, yaitu sebagai berikut.

a. Kedisiplinan diri (*Self-discipline*)

Kedisiplinan individu dalam melakukan sesuatu.

b. Tindakan atau aksi yang tidak impulsif (*Deliberate* atau *Non-Impulsive*)

Kecenderungan individu untuk melakukan tindakan yang tidak impulsif (memberikan respon kepada stimulus dengan pemikiran yang matang).

c. Pola hidup sehat (*Healthy habits*)

Tentang pola hidup sehat pada individu, berkaitan dengan penggunaan minum-minuman keras.

d. Etika kerja (*Work ethic*)

Regulasi diri pada pelayanan, suatu etika dalam melakukan aktivitas sehari-hari.

e. Konsistensi (*Consistency*)

Kemampuan individu dalam menangani sebuah ujian atau daya tahan terhadap ujian.

3. Faktor-faktor yang Mempengaruhi Kontrol Diri

Kontrol diri yang dimiliki seseorang dipengaruhi oleh beberapa faktor. Menurut Ghufroon et al., (2011) faktor-faktor yang mempengaruhi kontrol diri terdiri dari 2, yaitu faktor internal dan faktor eksternal yaitu sebagai berikut.

a. Faktor Internal

Faktor internal merupakan faktor yang timbul karena adanya dorongan dari dalam diri individu. Faktor internal terhadap kontrol diri adalah usia. Semakin bertambah usia individu, maka semakin baik kemampuan individu dalam mengontrol diri.

b. Faktor Eksternal

Faktor eksternal diantaranya adalah lingkungan keluarga. Lingkungan keluarga terutama orang tua menentukan bagaimana kemampuan individu dalam mengontrol diri. Apabila orang tua menerapkan sikap disiplin kepada anaknya secara intens sejak dini, dan orang tua tetap konsisten terhadap semua konsekuensi yang dilakukan anak apabila seorang menyimpang dari yang sudah ditetapkan, maka sikap konsisten ini akan diinternalisasi oleh anak dan kemudian akan menjadi kontrol diri baginya.

Berdasarkan penjelasan diatas, maka dapat disimpulkan bahwa faktor yang mempengaruhi kontrol diri terdiri menjadi 2 yaitu faktor internal dan faktor

eksternal. Faktor internal berupa usia individu dimana semakin bertambah usianya, maka semakin baik kontrol diri individu. Kemudian faktor eksternal berupa lingkungan keluarga dimana penerapan sikap disiplin dan sikap konsisten dalam keluarga akan memberikan kontrol diri yang baik bagi individu.

C. Komunikasi Interpersonal

1. Pengertian Komunikasi Interpersonal

Komunikasi merupakan kebutuhan mendasar setiap individu. Komunikasi yang dilakukan individu berguna untuk bertukar pikiran atau berbagi informasi. Menurut Bienvenu (1987) komunikasi interpersonal adalah sebuah kemampuan untuk memiliki konsep diri yang baik sehingga dapat mempengaruhi komunikasi, kemudian adanya kemampuan untuk mendengarkan isi dari komunikasi tersebut serta mampu mengekspresikan pikiran dan dapat mengatasi emosi terutama kemarahan dan memiliki keinginan untuk berkomunikasi dengan baik. DeVito (2011) mengemukakan bahwa komunikasi interpersonal didefinisikan sebagai pengiriman pesan-pesan dari individu dan diterima oleh individu lain atau sekelompok individu dengan efek dan umpan balik secara langsung. DeVito juga menyatakan bahwa komunikasi interpersonal dapat menjadi sebuah sarana untuk belajar memahami diri sendiri, individu lain, bahkan dunia, karena melalui komunikasi interpersonal individu dapat mengetahui siapa dan bagaimana individu lain serta dapat mengetahui pendapat lawan bicara tentang diri sendiri.

Menurut Mulyana (2005) komunikasi interpersonal adalah komunikasi antar-individu secara tatap muka, yang memungkinkan setiap pesertanya

menangkap reaksi lawan bicara secara langsung, baik secara verbal maupun non verbal. Hartley (dalam Sarwono, 2002) menyatakan komunikasi interpersonal sebagai suatu proses pertukaran informasi, serta pemindahan pengertian antar-individu atau lebih dalam suatu kelompok. Selaras dengan pendapat Hartley, Muhammad (2001) berpendapat bahwa komunikasi interpersonal adalah proses pertukaran informasi diantara individu dengan paling kurang satu individu atau biasanya diantara dua individu yang dapat langsung diketahui balikkannya. Lanjutnya, dengan bertambahnya individu yang terlibat dalam komunikasi, maka akan bertambah persepsi individu dalam sebuah komunikasi sehingga akan bertambah kompleks juga isi dari komunikasi tersebut. Menurut Cangara (2006) komunikasi interpersonal diperlukan untuk mengatur tata krama pergaulan antar-manusia, sebab dengan melakukan komunikasi interpersonal dengan baik akan memberikan pengaruh langsung pada struktur individu dalam kehidupannya.

Berdasarkan definisi dari beberapa ahli di atas, maka dapat disimpulkan bahwa komunikasi interpersonal adalah proses pertukaran informasi yang dilakukan antar-individu, baik secara verbal maupun non verbal serta dapat belajar untuk memahami diri sendiri, individu lain dan dunia dengan berinteraksi secara efektif.

2. Aspek-aspek Komunikasi Interpersonal

Menurut Bienvenu (1987) komunikasi interpersonal memiliki lima aspek yaitu sebagai berikut.

a. Konsep Diri (*Self-Concept*)

Konsep diri pada individu memiliki peran yang penting dalam menjalin komunikasi dengan individu lain.

b. Kemampuan (*Ability*)

Kemampuan individu untuk menjadi pendengar yang baik serta memusatkan perhatian pada konteks percakapan.

c. Pengalaman Keterampilan (*Skill Experience*)

Memiliki pengalaman dalam keterampilan berbicara merupakan cara individu untuk mengekspresikan ide-ide serta gagasan.

d. Emosi (*Emotion*)

Individu yang memiliki kecerdasan emosional yang baik mampu menempatkan ekspresi dalam setiap percakapan.

e. Keterbukaan Diri (*Self-disclosure*)

Komunikasi yang efektif dapat terjadi jika individu mampu memberikan maupun menerima gagasan dan ide dari individu lain.

Berdasarkan penjabaran di atas, maka dapat disimpulkan bahwa aspek-aspek komunikasi interpersonal adalah memiliki konsep diri yang positif, mampu menjadi pendengar yang baik, memiliki pengalaman dalam berbicara, membangun emosi yang positif dan memiliki keterbukaan diri untuk memberikan maupun menerima gagasan individu lain.

3. Faktor-faktor yang Mempengaruhi Komunikasi Interpersonal

Menurut Rakhmat (2015) komunikasi interpersonal dipengaruhi oleh beberapa faktor, yaitu sebagai berikut.

a. Persepsi Interpersonal

Persepsi adalah memberikan makna pada stimuli inderawi, atau menafsirkan informasi inderawi. Persepsi interpersonal adalah memberikan makna terhadap stimuli inderawi yang berasal dari luar. Komunikasi yang berupa pesan verbal dan nonverbal. Kecermatan dalam persepsi interpersonal akan berpengaruh terhadap keberhasilan komunikasi, individu peserta komunikasi yang salah memberi makna terhadap pesan akan mengakibatkan kegagalan komunikasi.

b. Konsep Diri

Konsep diri adalah keyakinan tentang dirinya yang mempengaruhi proses berpikir, perasaan, keinginan, nilai, maupun tujuan dalam hidup yang terbentuk dari pengalaman-pengalaman yang diperoleh dan akan menjadi kerangka acuan dalam berinteraksi dengan lingkungan. Konsep diri yang positif, ditandai dengan lima hal, yaitu:

- 1) Yakin akan kemampuan mengatasi masalah
- 2) Merasa setara dengan individu lain
- 3) Menerima pujian tanpa rasa malu
- 4) Menyadari, bahwa setiap individu mempunyai berbagai perasaan, keinginan dan perilaku yang tidak seluruhnya disetujui oleh masyarakat
- 5) Mampu memperbaiki diri karena sanggup mengungkapkan aspek-aspek kepribadian yang tidak disenanginya dan berusaha mengubah

c. Atraksi Interpersonal

Atraksi interpersonal adalah kesukaan pada individu, sikap positif dan daya tarik. Komunikasi antar-pribadi dipengaruhi atraksi interpersonal dalam hal:

1) Penafsiran pesan dan penilaian

Pendapat dan penilaian individu terhadap individu lain tidak semata-mata berdasarkan pertimbangan rasional. Oleh karena itu, ketika menyenangkan individu lain, maka akan cenderung melihat segala hal yang berkaitan dengan individu tersebut secara positif. Sebaliknya, jika membencinya, individu cenderung melihat karakteristiknya secara negatif.

2) Efektivitas komunikasi

Komunikasi antarpribadi dinyatakan efektif bila pertemuan komunikasi merupakan hal yang menyenangkan bagi komunikan. Apabila individu berkumpul dalam satu kelompok yang memiliki kesamaan satu sama lain, maka individu akan merasa gembira dan terbuka. Bila berkumpul dengan kelompok yang dibenci, maka individu akan merasa tegang, resah, dan tidak nyaman. Individu akan menutup diri dan menghindari komunikasi.

d. Hubungan Interpersonal

Hubungan interpersonal dapat diartikan sebagai hubungan antar-individu. Hubungan interpersonal yang baik akan menumbuhkan derajat keterbukaan individu untuk mengungkapkan dirinya, makin cermat persepsinya tentang individu lain dan persepsi dirinya, sehingga makin efektif komunikasi yang berlangsung di antara peserta komunikasi.

Berdasarkan penjelasan di atas, maka dapat disimpulkan bahwa terdapat 4 faktor yang mempengaruhi komunikasi interpersonal yaitu persepsi interpersonal, konsep diri, atraksi interpersonal dan hubungan interpersonal.

D. Mahasiswa

1. Pengertian Mahasiswa

Mahasiswa merupakan pelajar yang mengenyam pendidikan tingkat tinggi. Menurut Kamus Besar Bahasa Indonesia (KBBI) mendefinisikan bahwa mahasiswa sebagai individu yang sedang belajar di perguruan tinggi. Hartaji (2012) mengemukakan bahwa mahasiswa merupakan individu yang sedang dalam proses menimba ilmu ataupun belajar dan terdaftar sedang menjalani pendidikan pada salah satu bentuk perguruan tinggi yang terdiri dari akademik, politeknik, sekolah tinggi, institut maupun universitas. Mahasiswa yang akan diteliti pada penelitian ini adalah mahasiswa dengan perkiraan usia 18 sampai 25 tahun. Menurut Santrock (2017) mahasiswa dengan rentang usia tersebut dapat dikategorikan sebagai dewasa awal.

Berdasarkan penjabaran di atas, maka dapat disimpulkan bahwa mahasiswa adalah individu yang sedang dalam proses belajar di sebuah perguruan

tinggi baik negeri maupun swasta yang memiliki tingkat intelektualitas tinggi dan mampu berpikir kritis serta bertindak dengan tepat.

2. Tugas Perkembangan Mahasiswa

Mahasiswa yang akan diteliti dalam penelitian ini memiliki rentang usia 18 sampai 25 tahun. Santrock (2017) mengkategorisasikan mahasiswa dengan rentang usia tersebut dikategorikan pada masa dewasa awal. Rentang usia 18 sampai 25 tahun dapat disebut juga sebagai *emerging adulthood*. *Emerging adulthood* merupakan masa transisi antara remaja menuju dewasa (kurang lebih antara usia 18 hingga 25 tahun) yang ditandai oleh adanya eksperimen dan eksplorasi (Santrock, 2017).

Menurut Santrock (2017) tugas-tugas perkembangan pada masa dewasa awal adalah mencari dan menemukan calon pasangan hidup, membina kehidupan rumah tangga, meniti karier, bertanggung jawab sebagai warga negara. Selaras dengan pendapat Santrock, Hurlock (2011) mengemukakan bahwa tugas-tugas perkembangan pada masa dewasa awal adalah mulai bekerja, memilih pasangan hidup, menikah atau membangun suatu keluarga, mengelola rumah tangga, mendidik atau mengasuh anak, memikul tanggung jawab sebagai warga negara dan membangun relasi dengan suatu kelompok tertentu.

Berdasarkan penjabaran di atas, maka dapat disimpulkan bahwa mahasiswa tingkat akhir memiliki tugas perkembangan seperti memulai bekerja, mampu membangun rumah tangga serta mengasuh anak, menerima atau

mengambil tanggung jawab sebagai warga negara dan memiliki relasi yang lebih luas.

3. Karakteristik *Emerging Adulthood*

Santrock (2017) mengkategorisasikan mahasiswa dengan rentang usia 18 sampai 25 tahun sebagai *emerging adulthood*. *Emerging adulthood* merupakan masa transisi antara remaja menuju dewasa yang ditandai oleh adanya eksperimen dan eksplorasi (Santrock, 2017).

Menurut Santrock dan Halonen (dalam Santrock, 2017) masa transisi ini tergambar dalam transisi dari sekolah menengah ke perguruan tinggi yang melibatkan pergerakan ke arah struktur yang lebih besar dan impersonal seperti interaksi dengan teman-teman dari latar belakang geografis dan etnis yang lebih beragam, memiliki punya lebih banyak waktu untuk bergaul dengan teman-teman, memiliki kesempatan yang lebih besar untuk mengeksplorasi nilai dan gaya hidup yang beragam, menikmati kebebasan yang lebih besar dari pantauan orang tua dan tertantang secara intelektual oleh tugas-tugas akademis.

Arnett (dalam Santrock, 2017) mendeskripsikan lima ciri *emerging adulthood* sebagai berikut.

1. Eksplorasi identitas yaitu masa dimana dalam diri sebagian besar individu terjadi perubahan penting yang menyangkut identitas.

2. Ketidakstabilan yaitu perubahan yang sering terjadi selama masa dewasa awal, sebuah masa dimana juga sering terjadi ketidakstabilan dalam hal relasi romantis, pekerjaan dan pendidikan.
3. *Self-focused*(terfokus pada diri) yaitu individu cenderung terfokus pada diri sendiri, kurang terlibat dalam kewajiban sosial, melakukan tugas dan berkomitmen terhadap orang lain, serta mengakibatkan individu memiliki otonomi yang besar dalam mengatur kehidupannya sendiri.
4. *Feeling in between* (merasa seperti berada di peralihan) yaitu individu tidak menganggap dirinya sebagai remaja ataupun sepenuhnya telah dewasa dan berpengalaman.
5. Peluang untuk mengubah hidup yaitu individu yang optimis dengan masa depannya dan memiliki kesempatan untuk mengarahkan kehidupannya kearah yang lebih positif bagi individu yang pernah mengalami kesulitan dalam pertumbuhannya.

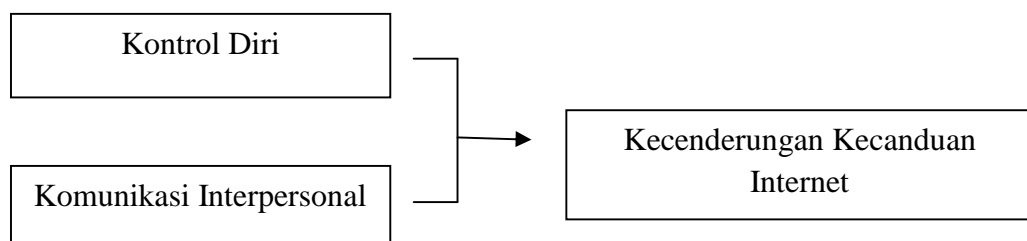
E. Dinamika Hubungan Antara Kontrol Diri dan Komunikasi Interpersonal dengan Kecenderungan Kecanduan Internet

Telah dipaparkan sebelumnya, bahwa kurangnya kontrol diri serta minimnya komunikasi interpersonal diduga dapat mengakibatkan kecenderungan kecanduan internet. Kenyataannya, hal tersebut diperparah dengan penyalahgunaan internet dalam era globalisasi seperti ketersediaan fasilitas internet, kurangnya pengawasan, motivasi individu pengguna internet, dan kurangnya kemampuan individu dalam mengontrol perilaku. Kemudahan menggunakan internet tersebut dapat diakses hanya dengan melalui gadget atau

teknologi canggih lainnya. Kenyamanan dalam mengakses internet untuk keperluan atau kebutuhan hidup akan memberikan kesempatan pada mahasiswa tingkat akhir untuk mengakses internet lebih lama, ditambah adanya ketersediaan instalansi jaringan *wifi* secara bebas di lingkungan publik seperti restoran, kampus, *wifi corner*, hingga rumah. Kurangnya menjalin interaksi dengan lingkungan sekitar dapat memberikan kesempatan individu dalam mengakses internet. Hal tersebut mengakibatkan penurunan kualitas komunikasi interpersonal pada individu. Idealnya, melakukan interaksi dengan lingkungan sekitar merupakan suatu aktivitas yang lebih bermanfaat daripada mengakses internet.

Ketidakmampuan individu dalam mengontrol penggunaan internet dapat memperparah individu menjadi pecandu internet. Kontrol diri yang rendah dapat menyebabkan penggunaan internet yang semakin intens. Mengakses internet yang tidak normal dapat menyebabkan dampak buruk bagi fisik maupun psikis. Kecenderungan kecanduan internet menjadi salah satu dampak negatif yang timbul dari hal-hal tersebut. Kecenderungan kecanduan internet yang timbul dikarenakan kontrol diri yang rendah dan kurangnya komunikasi atau interaksi yang dilakukan oleh individu.

F. Kerangka Berpikir



Internet merupakan salah satu bentuk kemajuan teknologi yang semakin canggih. Keberadaan internet membantu mempermudah kehidupan individu. Namun disisi lain, internet menjadi ancaman terhadap kehidupan manusia. Hal ini disebabkan internet tidak hanya berfungsi sebagai alat komunikasi jarak jauh, tetapi keberadaan internet justru untuk memenuhi kehidupan sehari-hari. Keperluan atau kebutuhan apapun dapat dilakukan hanya dengan mengakses internet sehingga internet lebih berarti keberadaannya dibandingkan individu lain. Mengakses kebutuhan apapun dengan menggunakan internet tentunya akan membutuhkan peran dari kontrol diri. Kontrol diri dapat menentukan kualitas dalam penggunaan internet. Semakin rendah kontrol diri yang dimiliki individu, maka dapat meningkatkan individu dalam penggunaan internet.

Mahasiswa memiliki peranan dalam menjalani kehidupan sosialnya. Ada banyak hal berharga yang dapat dilakukan untuk kehidupan sosial daripada mengakses internet. Meluangkan waktu untuk mengerjakan tugas kuliah, berbagi cerita bersama teman, aktif dalam organisasi, rekreasi keluarga, olahraga bersama dan ikut serta dalam kegiatan sosial merupakan tindakan positif untuk mengurangi penggunaan internet. Sehingga dari kegiatan-kegiatan positif tersebut mahasiswa dapat mengurangi penggunaan internet secara sadar.

G. Hipotesis

Hipotesis penelitian merupakan jawaban sementara terhadap pernyataan penelitian, harus dinyatakan dalam bentuk kalimat yang isinya terdapat paling sedikitnya dua variabel untuk diuji serta harus diuji secara spesifik (Azwar, 2015). Hipotesis dalam penelitian ini adalah sebagai berikut.

H₁ : Ada hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduaan internet.

H₂ : Ada hubungan antara kontrol diri dengan kecenderungan kecanduan internet.

H₃ : Ada hubungan antara komunikasi interpersonal dengan kecenderungan kecanduan internet.



BAB III

METODE PENELITIAN

A. Identifikasi Variabel Penelitian

Menurut Azwar (2016) identifikasi variabel merupakan langkah penetapan variabel-variabel utama dalam penelitian dan penentuan fungsinya masing-masing. Penelitian ini melibatkan dua variabel penelitian yaitu variabel tergantung dan variabel bebas. Identifikasi variabel dalam penelitian ini adalah sebagai berikut.

1. Variabel Tergantung

Variabel tergantung dalam penelitian ini adalah kecenderungan kecanduan internet.

2. Variabel Bebas

Terdapat dua variabel bebas dalam penelitian ini yaitu sebagai berikut.

- a. Variabel Bebas I : Kontrol Diri
- b. Variabel Bebas II : Komunikasi Interpersonal

B. Definisi Operasional

Penelitian ini melibatkan tiga variabel penelitian yang terdiri dari dua variabel bebas dan satu variabel tergantung. Variabel bebas dalam penelitian ini adalah kontrol diri dan komunikasi interpersonal. Sedangkan variabel tergantung dalam penelitian ini adalah kecenderungan kecanduan internet.

1. Kecenderungan kecanduan internet adalah penggunaan internet secara berlebihan hingga mengganggu pola tidur, produktivitas kerja, rutinitas keseharian dan kehidupan sosial yang diukur dengan skala *Internet*

Addiction Test (IAT). Skala IAT dikembangkan oleh Young pada tahun 1998. Aspek-aspek yang diukur meliputi perhatian terpusat pada internet, waktu berinternet yang semakin lama, kurang kontrol, gelisah saat *offline*, internet meningkatkan kepuasan, internet sebagai pelarian, kompulsif, *withdrawal*, muncul risiko sosial serta sering berbohong. Semakin tinggi skor yang diperoleh, semakin tinggi tingkat kecenderungan kecanduan pada internet. Semakin rendah skor yang diperoleh, semakin rendah tingkat kecanduan pada internet.

2. Kontrol diri adalah suatu kemampuan individu dalam membimbing, mengatur dan mengendalikan diri untuk berperilaku sesuai dengan norma sosial yang ada serta mencegah kecenderungan perilaku yang tidak diinginkan, termasuk dalam menghadapi dan memilih suatu tindakan terhadap situasi yang terjadi di lingkungan sekitar berdasarkan apa yang diyakini. Kontrol diri diukur menggunakan *Self Control Scale* (SCS) yang dikembangkan oleh Tangney, Baumeister dan Boone pada tahun 2004. Aspek-aspek yang diukur meliputi *self-discipline*, *deliberate/non-impulsive action*, *healthy habits*, *work ethic* dan *reliability*. Semakin tinggi skor yang diperoleh, semakin tinggi kontrol diri yang dimiliki individu. Semakin rendah skor yang diperoleh, semakin rendah kontrol diri yang dimiliki individu.
3. Komunikasi interpersonal adalah pengiriman pesan-pesan dari individu dan diterima oleh individu lain atau sekelompok individu dengan efek dan umpan balik secara langsung. Komunikasi interpersonal diukur

menggunakan *Interpersonal Communication Inventory* (ICI) yang dikembangkan oleh Bienvenu pada tahun 1976. Aspek-aspek yang diukur dalam *Interpersonal Communication Inventory* (ICI) meliputi *self concept*, *ability*, *skill experience*, *emotion* dan *self disclosure*. Semakin tinggi skor yang diperoleh, semakin tinggi kualitas komunikasi interpersonal pada individu. Semakin rendah skor yang diperoleh, semakin rendah pula kualitas komunikasi interpersonal pada individu.

C. Subjek Penelitian

1. Populasi Penelitian

Pada sebuah penelitian, populasi didefinisikan sebagai wilayah generalisasi yang terdiri atas objek/subjek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik sebuah kesimpulan (Sugiyono, 2016). Populasi dalam penelitian ini adalah mahasiswa Fakultas Ekonomi dan Bisnis Islam UIN Raden Intan Lampung mulai dari tahun ajaran 2015 hingga 2018.

Tabel 2.
Populasi Penelitian
Mahasiswa Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN RIL

| No. | Jurusan | Angkatan | | | | Jumlah |
|--------------|--------------------------|----------|------|------|------|-------------|
| | | 2015 | 2016 | 2017 | 2018 | |
| 1. | Ekonomi Syariah | 311 | 211 | 347 | 316 | 1185 |
| 2. | Perbankan Syariah | 262 | 201 | 372 | 333 | 1168 |
| 3. | Akuntansi Syariah | 259 | 139 | 14 | 127 | 539 |
| 4. | Manajemen Bisnis Syariah | 272 | 144 | - | - | 416 |
| Total | | | | | | 3308 |

2. Sampel Penelitian

Subjek merupakan bagian dari populasi dan memiliki ciri-ciri yang dimiliki oleh populasi. Sampel adalah sebuah proses menentukan beberapa individu dari suatu populasi (Matsumoto, 2009).

Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah *proporsionate random sampling*. Menurut Sudaryono (2018) *proporsionate random sampling* merupakan teknik yang digunakan dengan memperhatikan unsur-unsur atau anggota-anggota yang terdapat dalam populasi penelitian yang tidak homogen dan berstrata secara proporsional. Sampel yang hendak dijadikan partisipan dalam penelitian ini sebanyak 5% dari total populasi yaitu sebesar 154 mahasiswa Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung.

D. Metode Pengumpulan Data

Dalam sebuah penelitian, metode pengumpulan data memiliki tujuan untuk mengungkap fakta mengenai variabel yang hendak diteliti. Secara umum, terdapat beberapa cara dalam mengumpulkan data, antara lain kuesioner atau angket, skala psikologi, metode wawancara, metode observasi, metode tes dan metode dokumentasi (Azwar, 2016).

Adapun alat ukur yang digunakan sebagai instrumen untuk mengumpulkan data yaitu sebagai berikut.

1. *Internet Addiction Test*

Internet Addiction Test (IAT) merupakan alat ukur yang digunakan untuk mengukur kecenderungan kecanduan internet guna mengetahui

sejauh mana kecanduan internet yang dimiliki oleh mahasiswa. Alat ukur ini dikembangkan oleh Young pada tahun 1998. Adapun aitem pada aspek *Internet Addiction Test* (IAT) yaitu sebagai berikut.

Tabel 3.
Blue Print Internet Addiction Test (IAT)

| Indikator Perilaku | Butir Favorable Nomor Butir | Jumlah |
|-----------------------------|--|---------------|
| Mengutamakan | 10, 12, 13, 15, 19 | 5 |
| Penggunaan Berlebihan | 1, 2, 14, 18, 20 | 5 |
| Mengabaikan Pekerjaan | 6, 8, 9 | 3 |
| Antisipasi | 7, 11 | 2 |
| Ketiadaan Kendali Diri | 5, 16, 17 | 3 |
| Melalaikan Kehidupan Sosial | 3, 4 | 2 |
| Total | | 20 |

Alat ukur ini terdiri dari 20 aitem *favorable*. Pernyataan *favorable* adalah pernyataan yang mendukung teori, memihak atau mendukung atribut yang diukur. Alat ukur ini disusun berdasarkan skala *Likert* yang terdiri atas lima alternatif jawaban yaitu Sangat Tidak Sesuai (STS), Tidak Sesuai (TS), Cukup Sesuai (CS), Sesuai (S) dan Sangat Sesuai (SS). Pada aitem *favorable*, skor bergerak dari 1 sampai 5, yaitu skor yang diberikan untuk pernyataan yang positif jawaban diberikan skor 1, jawaban 2 diberikan skor 2, jawaban 3 diberikan skor 3, jawaban 4 diberikan skor 4 dan jawaban 5 diberikan skor 5.

2. *Self Control Scale*

Self Control Scale (SCS) merupakan alat ukur yang digunakan untuk mengukur kontrol diri guna mengetahui kemampuan mahasiswa dalam mengendalikan dirinya. Alat ukur ini dikembangkan oleh Tangney, Baumeister dan Boone pada tahun 2004. Adapun aitem pada aspek *Self Control Scale* (SCS) yaitu sebagai berikut.

Tabel 4.
Blue Print Self Control Self (SCS)

| Indikator Perilaku | Butir Favorable Nomor Butir | Butir Unfavorable Nomor Butir | Jumlah |
|---------------------------|------------------------------------|--------------------------------------|---------------|
| Disiplin Diri | 1, 15, 24 | 2, 8, 9, 17, 31 | 8 |
| Aksi yg Tidak Impulsif | 5 | 4, 11, 12, 21, 25, 32, 33, 34 | 9 |
| Pola Hidup Sehat | 13, 22, 26, 27 | 6, 14, 35 | 7 |
| Etika Kerja | - | 3, 16, 20, 23, 28, 29 | 6 |
| Konsistensi | 7, 18, 30, 36 | 10, 19 | 6 |
| Total | 12 | 24 | 36 |

Alat ukur ini terdiri dari 36 pernyataan yang terbagi dalam 12 butir aitem *favorable* dan 24 butir aitem *unfavorable*. Pernyataan *favorable* adalah pernyataan yang mendukung teori, memihak atau mendukung atribut yang diukur, sedangkan *unfavorable* adalah pernyataan yang tidak mendukung teori atau menggambarkan ciri atribut yang diukur. Alat ukur ini disusun berdasarkan skala *Likert* yang terdiri atas lima alternatif jawaban yaitu Sangat Tidak Sesuai (STS), Tidak Sesuai (TS), Cukup Sesuai (CS), Sesuai (S) dan Sangat Sesuai (SS). Pada aitem *favorable*, skor bergerak dari 1 sampai 5, yaitu skor yang diberikan untuk pernyataan

yang positif jawaban diberikan skor 1, jawaban 2 diberikan skor 2, jawaban 3 diberikan skor 3, jawaban 4 diberikan skor 4 dan jawaban 5 diberikan skor 5. Untuk aitem *unfavorable* jawaban 1 diberikan skor 5, jawaban 2 diberikan skor 4, jawaban 3 diberikan skor 3, jawaban 4 diberikan skor 2 dan jawaban 5 diberikan skor 1.

3. *Interpersonal Communication Inventory*

Interpersonal Communication Inventory (ICI) merupakan alat ukur yang digunakan untuk mengukur komunikasi interpersonal guna mengetahui kemampuan mahasiswa dalam menjalin komunikasi dengan individu. Alat ukur ini dikembangkan oleh Bienvenu pada tahun 1976. Adapun aitem pada aspek *Interpersonal Communication Inventory* (ICI) yaitu sebagai berikut.

Tabel 5.
Blue Print Interpersonal Communication Inventory (ICI)

| Indikator Perilaku | Butir Favorable Nomor Butir | Butir Unfavorable Nomor Butir | Jumlah |
|---------------------------|------------------------------------|--------------------------------------|---------------|
| Konsep Diri | 9, 12, 23, 35 | 4, 30, 33, 37 | 8 |
| Kemampuan | 7, 20, 29, 31, 32, 36 | 28, 34 | 8 |
| Pengalaman Keterampilan | - | 8, 6, 13, 18, 22, 24, 25, 27 | 8 |
| Emosi | 5, 11, 14, 19 | 3, 16, 17, 21 | 8 |
| Keterbukaan Diri | 1, 2, 15, 26, 38, 40 | 10, 39 | 8 |
| Total | 20 | 20 | 40 |

Alat ukur ini terdiri dari 40 pernyataan yang terbagi dalam 20 butir aitem *favorable* dan 20 butir aitem *unfavorable*. Pernyataan *favorable* adalah pernyataan yang mendukung teori, memihak atau mendukung

atribut yang diukur, sedangkan *unfavorable* adalah pernyataan yang tidak mendukung teori atau menggambarkan ciri atribut yang diukur. Alat ukur ini disusun terdiri atas 3 alternatif jawaban yaitu Ya (Y), Terkadang (TK) dan Tidak (T). Pada aitem *favorable*, skor bergerak dari 0 sampai 3, yaitu jawaban Ya diberikan skor 3, jawaban Terkadang diberikan skor 2, jawaban Tidak diberikan skor 0. Untuk aitem *unfavorable* jawaban Tidak (T) diberikan skor 3, jawaban Terkadang (TK) diberikan skor 1, jawaban Ya (Y) diberikan skor 0.

E. Adaptasi Alat Ukur Penelitian

Sebelum uji coba alat ukur dilakukan, peneliti melewati proses adaptasi alat ukur. Adaptasi alat ukur *Internet Addiction Test* (IAT), *Self Control Scale* (SCS) dan *Interpersonal Communication Inventory* (ICI) dilakukan dengan berbagai rangkaian prosedur sebagai berikut.

1. Penerjemahan (*Translations*)

Penerjemahan dilakukan oleh 3 *translator* ke dalam bahasa Indonesia. Penerjemahan pertama memiliki latar belakang master psikologi dan mengetahui tujuan dari skala yang diterjemahkan. Penerjemah kedua memiliki latar belakang magister sastra inggris dan tidak mengetahui tujuan dari skala yang diterjemahkan. Penerjemah ketiga adalah peneliti.

2. Sintesis Penerjemah (*Synthesis of the Translations*)

Sintesis penerjemah dilakukan pada bulan Oktober 2018 yang dihadiri oleh dua orang yakni penerjemah dan peneliti. Dalam proses

sintesis penerjemahan, setiap butir aitem dibahas satu persatu untuk mendapatkan sintesis penerjemahan yang paling tepat.

3. Penerjemahan Kembali (*Back Translation*)

Setelah sintesis penerjemahan selesai, dilakukan tahap penerjemahan kembali dengan menggunakan hasil dari sintesis penerjemahan. Penerjemahan kembali dilakukan oleh seorang penerjemah yang memiliki pendidikan tinggi magister sastra inggris. Penerjemah merupakan seorang dosen bahasa inggris di perguruan tinggi negeri. Penerjemah tersebut tidak memiliki latar belakang psikologi dan tidak mengetahui tujuan dari skala yang diterjemahkan.

4. Penilaian Asli (*Expert Judgment*)

Setelah melakukan proses penerjemahan kembali, peneliti melanjutkan pada tahap penilaian asli. Penilaian asli tersebut dilakukan oleh dosen pembimbing.

5. Uji ketercocokan

Dari seluruh hasil serangkaian adaptasi skala yang telah dilakukan pada proses-proses di atas, maka dapat disimpulkan bahwa tiap-tiap butir aitem hasil terjemahan tersebut dipilih yang paling mendekati maksud pada indikator dari tiap-tiap variabel.

F. Validitas dan Reliabilitas Alat Pengumpulan Data

1. Validitas

Validitas penelitian adalah suatu proses pengumpulan bukti-bukti yang dapat mendukung inferensi termaksud sebagai penentu keilmiahan

atau keabsahan hasil suatu penelitian. Secara umum, validitas terbagi menjadi tiga macam, yaitu validitas isi, validitas konstruk dan validitas kriteria. Validitas pada penelitian ini menggunakan validitas isi. Validitas isi digunakan untuk mengetahui sejauh mana aitem-aitem dalam tes dapat mencakup keseluruhan isi pada objek yang ingin diukur (Azwar, 2016).

Azwar (2016) mengemukakan bahwa suatu skala atau instrumen alat ukur memiliki validitas yang tinggi apabila skala tersebut menjalankan fungsi ukurnya atau memberikan hasil ukur yang sesuai dengan maksud dilakukannya pengukuran tersebut. Perhitungan validitas aitem dalam penelitian ini menggunakan teknik analisis regresi berganda.

2. Reliabilitas

Menurut Azwar (2016), reliabilitas dalam penelitian adalah suatu pengukuran yang mampu menghasilkan data yang memiliki tingkat reliabilitas tinggi. Reliabilitas dapat disebut sebagai konsistensi, keterandalan, keterpercayaan, kestabilan, maupun keajegan. Reliabilitas menjelaskan sejauh mana suatu proses pengukuran dapat dipercaya. Suatu pengukuran dikatakan memiliki reliabilitas yang baik apabila dalam beberapa kali pengukuran terhadap kelompok subjek diperoleh hasil yang sama. Hasil yang ditunjukkan relatif sama walaupun terdapat perbedaan yang kecil. Namun jika perbedaannya cukup besar maka pengukuran tersebut dikatakan tidak *reliable* (Azwar, 2015).

Reliabilitas secara empirik ditunjukkan oleh suatu angka yang disebut koefisien reliabilitas. Sedangkan secara teoritis, besarnya

reliabilitas berkisar antara 0,00 – 1,00 (Azwar, 2015). Untuk pengujian koefisien reliabilitas dalam penelitian ini dilakukan dengan menggunakan teknik reliabilitas koefisien *Alpha Cronbach* yang dikembangkan oleh Cronbach.

Peneliti telah melakukan uji coba *try-out* pada *Internet Addiction Test* (IAT) dengan total aitem sebanyak 20 aitem dan terdapat 16 aitem yang dinyatakan valid serta 4 aitem lainnya dinyatakan gugur. Kemudian, *Self Control Scale* (SCS) memiliki total aitem sebanyak 36 aitem dan terdapat 20 aitem yang dinyatakan valid serta sebanyak 16 aitem dinyatakan gugur. Selanjutnya, pada *Interpersonal Communication Test* (ICI) memiliki total aitem sebanyak 40 aitem dan terdapat 21 aitem dinyatakan valid serta sebanyak 19 aitem dinyatakan gugur.

Hasil perhitungan menggunakan *software* SPSS diketahui bahwa koefisien reliabilitas alpha (*cronbach's alpha*) pada *Internet Addiction Test* (IAT) adalah sebesar 0.839, koefisien reliabilitas alpha pada *Self Control Scale* (SCS) sebesar 0.772 dan koefisien reliabilitas alpha pada *Interpersonal Communication Test* (ICI) sebesar 0.757. Angka-angka tersebut mendekati angka 1 sehingga dapat dinyatakan bahwa ketiga skala tersebut memiliki reliabilitas yang tinggi dan dapat digunakan sebagai alat ukur penelitian.

G. Teknik Analisis Data

Menurut Sugiyono (2010), analisis data merupakan kegiatan setelah data dari seluruh responden atau sumber lain terkumpul. Pada penelitian ini digunakan

perhitungan analisis regresi berganda. Analisis regresi berganda adalah suatu teknik statistik parametrik yang digunakan untuk menguji pertautan atau hubungan dua buah prediktor atau variabel bebas dengan variabel kriterium atau variabel tergantung (Winarsunu, 2015). Pengolahan data dalam penelitian ini menggunakan bantuan *software SPSS 21.0 for Windows*.



BAB IV

PELAKSANAAN DAN HASIL PENELITIAN

A. Orientasi Kancan

Fakultas Ekonomi dan Bisnis UIN Raden Intan Lampung merupakan salah satu dari lima fakultas yang ada di UIN RIL. Embrio Fakultas Ekonomi dan Bisnis Islam (FEBI) adalah Program Studi (prodi) Ekonomi Islam dan Perbankan Syariah pada Fakultas Syariah tahun 2006. Sejak 2015 prodi Ekonomi Syariah dan Perbankan Syariah berkembang menjadi Fakultas Ekonomi dan Bisnis Islam.

Pembukaan fakultas dan prodi baru bidang sains teknologi dan ilmu sosial di IAIN Raden Intan Lampung, khususnya di Fakultas Ekonomi dan Bisnis Islam sejalan dengan Renstra (Rencana Strategis) IAIN Raden Intan Lampung Tahun 2013 – 2017, yang salah satu sasaran yang ingin dicapai adalah pengembangan kelembagaan dalam bentuk transformasi IAIN menjadi UIN.

Pembukaan prodi Akuntansi Syariah dan Manajemen Bisnis Syariah juga tidak terlepas dari: pesatnya perkembangan dalam industri bisnis syariah (industri keuangan, makanan halal, pariwisata keluarga, ekonomi digital, busana muslim, seni dan desain, pendidikan ekonomi syariah, serta bidang standarisasi dan sertifikasi); Perkembangan pemikiran mengenai ekonomi Islam, akuntansi dan manajemen dalam perpektif Islam yang ditandai dengan semakin diterimanya prinsip-prinsip transaksi syariah secara global; lingkungan dunia pendidikan; Tuntutan *stakeholders* (dunia kerja, pembangunan, mengembangkan *competitiveness*, etika tinggi, dll).

Sebagai informasi, kebutuhan tenaga ahli perbankan dan lembaga keuangan syariah di Indonesia diperkirakan mencapai 15.000 per tahun jika mengacu pada pertumbuhan kantor cabang, kantor cabang pembantu, dan kantor unit perbankan syariah baru tiap tahunnya. Bahkan di tahun 2030 dengan kebutuhan tenaga ahli perbankan syariah diperkirakan dapat mencapai 187.000 orang. Perguruan tinggi sesungguhnya bertanggung jawab dalam mencetak kader-kader tenaga kerja Islami profesional dalam rangka memenuhi kebutuhan pasar, baik di tingkat nasional maupun internasional, termasuk di dalamnya tenaga profesional di bidang ekonomi syariah, perbankan syariah, akuntansi syariah, dan manajemen bisnis syariah (sumber: febi.radenintan.ac.id).

1. Visi dan Misi

Visi : Terwujudnya fakultas yang unggul di bidang ekonomi dan bisnis islam serta berwawasan lingkungan di tingkat nasional 2021.

Misi :

- a. Menyelenggarakan pendidikan ilmu ekonomi dan bisnis islam yang berwawasan lingkungan yang memiliki keunggulan dan berdaya saing nasional;
- b. Mengembangkan riset ilmu ekonomi dan bisnis islam yang relevan dengan kebutuhan masyarakat serta berwawasan lingkungan; dan
- c. Menyelenggarakan pengabdian kepada masyarakat dan kerjasama untuk penguatan kelembagaan.

2. Tujuan

- a. Menghasilkan sarjana dibidang ekonomi dan bisnis islam yang memiliki intelektualitas, spiritualisme dan integritas yang tinggi;
- b. Menghasilkan layanan kelembagaan pendidikan tinggi yang bermutu dan berorientasi pada kepuasan pengguna serta kelestariaan lingkungan;
- c. Menghasilkan penelitian yang aplikatif sejalan dengan perkembangan ekonomi nasional;
- d. Mengembangkan program pengabdian yang berbasis kepada pengembangan ekonomi masyarakat yang berwawasan lingkungan; dan
- e. Terwujudnya kerjasama yang produktif dengan dunia usaha, industry dan pemerintah.

B. Persiapan dan Pelaksanaan Penelitian

1. Persiapan Penelitian

Persiapan penelitian yang dilakukan oleh peneliti meliputi permohonan surat izin penelitian, persiapan alat pengumpul data, uji coba alat pengumpul data serta pengujian validitas dan reliabilitas alat pengumpul data, memperbanyak kuesioner penelitian dan mempersiapkan *rewards*.

a. Permohonan Surat Izin Penelitian

Penelitian ini dilakukan di Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung. Peneliti mengurus surat permohonan izin penelitian melalui izin dari Kesatuan Bangsa dan Politik (KESBANGPOL) Provinsi Lampung dan membawa surat pengantar dari

fakultas dengan nomor surat B.1031/UN.16/DU/PP.00.9/11/2018 bertanggal 08 November 2018.

Setelah surat pengantar fakultas diajukan ke KESBANGPOL, peneliti mendapat surat balasan berupa surat rekomendasi penelitian dengan nomor surat 070/3896/III/VII.01/2018 bertanggal 15 November 2018. Penelitian dilakukan setelah mendapat izin dari Dekan Fakultas Ekonomi dan Bisnis Islam (FEBI) pada tanggal 23 November 2018.

b. Pelaksanaan Uji Coba Alat Ukur

Sebelum alat ukur *Internet Addiction Test* (IAT), *Self Control Scale* (SCS) dan *Interpersonal Communication Inventory* (ICI) disebarkan kepada subjek penelitian, terlebih dahulu dilakukan uji coba guna mengetahui validitas dan reliabilitas alat ukur. Ketiga alat ukur tersebut diujicobakan kepada 36 mahasiswa Fakultas Ushuluddin dan Studi Agama (FUSA) UIN Raden Intan Lampung yang dilakukan pada tanggal 22 Oktober 2018. Peneliti melakukan uji validitas dan reliabilitas dengan uji coba alat ukur pada tanggal 24 Oktober 2018.

Sebelum subjek mengerjakan uji coba alat ukur, peneliti memberikan penjelasan mengenai petunjuk pengerjaan alat ukur tersebut. Peneliti juga memberikan kesempatan kepada mahasiswa untuk bertanya apabila terdapat pernyataan yang tidak jelas atau sulit dipahami. Kemudian, peneliti memastikan bahwa seluruh jawaban telah terisi dan tidak ada pernyataan yang terlewatkan. Setelah dilakukan uji coba alat

ukur, peneliti melakukan pencatatan hasil, membuat tabulasi data hasil alat ukur dan perhitungan hasil data uji coba alat ukur.

2. Pelaksanaan Penelitian

a. Pelaksanaan Pengambilan Data

Proses pengumpulan data penelitian dilaksanakan pada tanggal 26-30 November 2018 di Fakultas Ekonomi dan Bisnis Islam (FEBI). Pengumpulan data yang dilakukan pada penelitian ini dengan memberikan lembaran *print out* skala kepada mahasiswa. Kemudian peneliti memberikan penjelasan terkait petunjuk pengisian skala penelitian.

Peneliti juga memberikan kesempatan kepada mahasiswa untuk bertanya apabila terdapat pernyataan yang tidak jelas atau sulit dipahami. Skala yang telah diisi akan diperiksa oleh peneliti guna mengetahui kelengkapan jawaban dari semua aitem yang ada. Setelah data terkumpul, peneliti melakukan *scoring* dan melakukan analisis data serta menguji hipotesis secara langsung.

b. Pelaksanaan *Scoring*

Setelah data terkumpul, peneliti melakukan *scoring* atau penilaian. Respon jawaban *Internet Addiction Test* (IAT) dan *Self Control Scale* (SCS) terdiri dari 5 alternatif jawaban yaitu sangat tidak sesuai (STS), tidak sesuai (TS), cukup sesuai (CS), sesuai (S) dan sangat sesuai (SS). Respon jawaban menggunakan sistem bertingkat terhadap 5 alternatif jawaban yang disediakan dalam setiap aitem dengan ketentuan apabila subjek memilih pernyataan yang tergolong *favorable* (mendukung) maka

nilai yang diberikan adalah 5-1. Sedangkan pernyataan yang tergolong *unfavorable* (tidak mendukung) maka nilai yang diberikan adalah 1-5.

Respon jawaban *Communication Interpersonal Inventory* (ICI) berdasarkan kaidah yang diberikan oleh Bienvenu terdiri dari 3 alternatif jawaban yaitu Ya, Tidak dan Terkadang. Respon jawaban dalam setiap aitem adalah 3-2-0 dengan ketentuan apabila subjek memilih pernyataan yang tergolong *favorable* (mendukung). Sedangkan pernyataan yang tergolong *unfavorable* (tidak mendukung) maka nilai yang diberikan adalah 0-1-3. Setelah dilakukan penilaian pada setiap aitem dari masing-masing subjek, selanjutnya disusun dalam bentuk tabulasi data yang telah ditentukan untuk diuji validitas dan reliabilitas serta melakukan uji hipotesis.

Azwar (2016) mengemukakan bahwa data penelitian ini dikategorisasikan dalam rentang kelompok tinggi, sedang dan rendah sebagai berikut.

- 1) Kelompok tinggi; semua responden yang mempunyai skor sebanyak skor rata-rata plus 1 standar deviasi ($X \geq M_i + 1 SD_i$)
- 2) Kelompok sedang; semua responden yang mempunyai skor antara skor rata-rata minus 1 standar deviasi dan skor rata-rata plus 1 standar deviasi (antara $(M_i + 1 SD_i)$ $X < (M_i + SD_i)$)
- 3) Kelompok rendah; semua responden yang mempunyai skor lebih rendah dari skor rata-rata minus 1 standar deviasi ($X < M_i - 1 SD_i$)

3. Pengolahan Data Penelitian

Dalam pengolahan data, peneliti melakukan analisis perhitungan statistic dengan menggunakan bantuan *software* SPSS 21.0.

a. Analisis Data Deskriptif

Analisis data deskriptif digunakan untuk melihat gambaran umum mengenai karakteristik sampel penelitian berdasarkan nilai rata-rata atau mean, frekuensi dan presentase dari variabel yang didapat.

b. Uji Asumsi (Uji Normalitas dan Linieritas)

Uji asumsi bertujuan untuk memberikan kepastian bahwa persamaan regresi yang didapatkan memiliki ketepatan dalam estimasi, tidak bias dan konsisten.

c. Analisis Regresi Berganda

Analisis regresi berganda digunakan untuk menguji hipotesis ketiga variabel. Dalam penelitian ini, hasil analisis statistik regresi berganda yang akan dilihat kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet.

C. Hasil Penelitian

Penelitian dilakukan di Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung yang melibatkan 154 partisipan. Responden dalam penelitian ini diambil dengan menggunakan teknik *proporsionate random sampling* merupakan teknik yang digunakan dengan memperhatikan unsur-unsur atau anggota-anggota yang terdapat dalam populasi penelitian yang tidak homogen dan berstrata secara proporsional (Sudaryono, 2018).

Berdasarkan hasil pengumpulan data dapat diketahui gambaran karakteristik subjek penelitian sebagai berikut.

Tabel 6.
Gambaran Karakteristik Subjek

| Subjek | Frekuensi | Persentase |
|--------------------------|------------------|-------------------|
| Usia | | |
| 18 | 4 | 2.6 |
| 19 | 25 | 16.23 |
| 20 | 87 | 56.50 |
| 21 | 29 | 18.83 |
| 22 | 6 | 3.9 |
| 23 | 1 | 0.65 |
| 24 | 1 | 0.65 |
| 25 | 1 | 0.65 |
| Jenis Kelamin: | | |
| Laki-laki | 48 | 31.2 |
| Perempuan | 106 | 68.8 |
| Status: | | |
| Menikah | 0 | 0 |
| Lajang | 154 | 100 |
| Semester: | | |
| 1 | 18 | 11.6 |
| 3 | 24 | 15.5 |
| 5 | 63 | 41 |
| 7 | 49 | 31.9 |
| Jurusan: | | |
| Ekonomi Syariah | 28 | 18.2 |
| Perbankan Syariah | 67 | 43.5 |
| Akuntansi Syariah | 32 | 20.8 |
| Manajemen Bisnis Syariah | 27 | 17.5 |

Alat ukur yang digunakan dalam penelitian ini adalah *Internet Addiction Test* (IAT), *Self Control Scale* (SCS) dan *Communication Interpersonal Inventory* (ICI). *Internet Addiction Test* (IAT) terdiri dari 16 aitem yang disusun oleh K. Young, *Self Control Scale* (SCS) terdiri dari 20 aitem yang disusun oleh Tangned, Baumiester & Boone, dan *Communication Interpersonal Inventory* (ICI) terdiri dari 21 aitem yang disusun oleh Bienvenu.

1. Uji Validitas dan Reliabilitas Alat Ukur

Uji validitas aitem terhadap *Internet Addiction Test* (IAT), *Self Control Scale* (SCS) dan *Communication Interpersonal Inventory* (ICI) menggunakan teknik *correlation product moment*. Menurut Azwar (2015) kriteria pemilihan aitem berdasarkan korelasi aitem-total menggunakan batas lebih dari atau sama dengan 0.30. semua aitem yang mencapai koefisien korelasi minimal 0.30 daya bedanya dianggap memuaskan. Namun apabila jumlah aitem yang lolos tidak mencukupi jumlah yang diinginkan, maka dapat dipertimbangkan untuk menurunkan sedikit batas kriteria menjadi 0.25 sehingga aitem yang diinginkan dapat tercapai.

a. Uji Validitas dan Reliabilitas *Internet Addiction Test* (IAT)

Tabel 7.
Uji Validitas *Internet Addiction Test* (IAT)

| No. | Indikator | Jumlah Butir | | | Koefisien Validitas Butir |
|--------------|-----------------------------|--------------|----------|-----------|---------------------------|
| | | Semula | Gugur | Dipakai | |
| 1. | Mengutamakan | 5 | - | 5 | 0.417 - 0.666 |
| 2. | Penggunaan Berlebihan | 5 | 1 | 4 | 0.332 - 0.419 |
| 3. | Mengabaikan Pekerjaan | 3 | 2 | 1 | 0.425 |
| 4. | Antisipasi | 2 | - | 2 | 0.324 - 0.398 |
| 5. | Ketiadaan Kendali Diri | 3 | - | 3 | 0.471 - 0.594 |
| 6. | Melalaikan Kehidupan Sosial | 2 | 1 | 1 | 0.533 |
| Total | | 20 | 4 | 16 | |

Berdasarkan tabel analisis butiran terhadap *Internet Addiction Test* (IAT) di atas, maka dapat disimpulkan bahwa keseluruhan jumlah aitem *Internet Addiction Test* (IAT) adalah 20 aitem. Setelah dilakukan ujicoba,

terdapat 4 aitem gugur dan tersisa 16 aitem valid. Koefisien validitas aitem berkisar antara 0.324 sampai dengan 0.666 dengan taraf signifikan 0.30.

Hasil uji reliabilitas untuk *Internet Addiction Test* (IAT) diperoleh nilai koefisien *Alpha Cronbach* sebesar 0.839 sehingga alat ukur IAT dapat dikatakan reliabel dengan demikian alat ukur tersebut dapat digunakan.

b. Uji Validitas dan Reliabilitas *Self Control Self* (SCS)

Uji validitas aitem *Self Control Self* (SCS) akan dijelaskan dalam tabel berikut.

Tabel 8.
Uji Validitas *Self Control Self* (SCS)

| No. | Indikator | Jumlah Butir | | | Koefisien Validitas Butir |
|--------------|------------------------|--------------|-----------|-----------|---------------------------|
| | | Semula | Gugur | Dipakai | |
| 1. | Disiplin Diri | 8 | 3 | 5 | 0.321 – 0.563 |
| 2. | Aksi yg Tidak Impulsif | 9 | 4 | 5 | 0.357 - 0.601 |
| 3. | Pola Hidup Sehat | 7 | 2 | 5 | 0.341 - 0.523 |
| 4. | Etika Kerja | 6 | 3 | 3 | 0.382 - 0.435 |
| 5. | Konsistensi | 6 | 4 | 2 | 0.372 - 0.522 |
| Total | | 36 | 16 | 20 | |

Berdasarkan tabel analisis butiran terhadap *Self Control Self* (SCS) di atas, maka dapat disimpulkan bahwa keseluruhan jumlah aitem *Self Control Self* (SCS) adalah 36 aitem. Setelah dilakukan ujicoba, terdapat 16 aitem gugur dan tersisa 20 aitem valid. Koefisien validitas aitem berkisar antara 0.321 sampai dengan 0.601 dengan taraf signifikan 0.30.

Hasil uji reliabilitas untuk *Self Control Self* (SCS) diperoleh nilai koefisien *Alpha Cronbach* sebesar 0.772 sehingga alat ukur SCS dapat dikatakan reliabel dengan demikian alat ukur tersebut dapat digunakan.

c. Uji Validitas dan Reliabilitas *Communication Interpersonal Inventory* (ICI)

Uji validitas aitem *Communication Interpersonal Inventory* (ICI) akan dijelaskan dalam tabel berikut.

Tabel 9.
Uji Validitas *Communication Interpersonal Inventory* (ICI)

| No. | Indikator | Jumlah Butir | | | Koefisien Validitas Butir |
|--------------|-------------------------|--------------|-----------|-----------|---------------------------|
| | | Semula | Gugur | Dipakai | |
| 1. | <i>Self Concept</i> | 8 | 6 | 2 | 0.391 – 0.425 |
| 2. | <i>Ability</i> | 8 | 1 | 7 | 0.367 - 0.542 |
| 3. | <i>Skill Experience</i> | 8 | - | 8 | 0.384 - 0.620 |
| 4. | <i>Emotion</i> | 8 | 6 | 2 | 0.367 - 0.430 |
| 5. | <i>Self Disclousure</i> | 8 | 6 | 2 | 0.496 - 0.472 |
| Total | | 40 | 19 | 21 | |

Berdasarkan tabel analisis butiran terhadap *Communication Interpersonal Inventory* (ICI) di atas, maka dapat disimpulkan bahwa keseluruhan jumlah aitem *Communication Interpersonal Inventory* (ICI) adalah 40 aitem. Setelah diujicobakan, terdapat 19 aitem gugur dan tersisa 21 aitem valid. Koefisien validitas aitem berkisar antara 0.326 sampai dengan 0.620 dengan taraf signifikan 0.30.

Hasil uji reliabilitas untuk *Communication Interpersonal Inventory* (ICI) diperoleh nilai koefisien *Alpha Cronbach* sebesar 0.757 sehingga alat ukur ICI dapat dikatakan reliabel dengan demikian alat ukur tersebut dapat digunakan.

2. Deskripsi Data

Data yang telah terkumpul dari proses penelitian dapat dianalisis lebih lanjut. Kemudian analisis tersebut menghasilkan deskripsi data penelitian yang dapat diuraikan terkait dengan nilai minimum, maksimum, mean dan standar deviasi. Data empirik dan perhitungan skor hipotetik dari ketiga skala secara rinci dapat dilihat pada tabel dibawah ini.

Tabel 10.
Deskripsi Data Penelitian

| Variabel | aitem | Skor Empirik | | | | Skor Hipotetik | | | |
|----------------------------------|-------|--------------|------|-------|-------|----------------|------|-------|------|
| | | Min | Maks | M | SD | Min | Maks | μ | |
| Kecenderungan Kecanduan Internet | 16 | 29 | 71 | 51.55 | 8.778 | 16 | 80 | 9.6 | 10.6 |
| Kontrol Diri | 20 | 45 | 86 | 69.08 | 8.112 | 20 | 100 | 38 | 13.4 |
| Komunikasi Interpersonal | 21 | 20 | 54 | 39.33 | 7.222 | 21 | 63 | 54.6 | 7 |

Keterangan :

- Skor minimal (X_{min}) adalah hasil perkalian jumlah butir skala dengan nilai terendah dari pembobotan pilihan jawaban.
- Skor maksimal (X_{maks}) adalah hasil perkalian jumlah butir skala dengan nilai tertinggi dari pembobotan pilihan jawaban.
- Rerata hipotetik (μ) dengan rumus $\mu = \text{jumlah aitem} \times \text{skor tengah}$.
- Standar deviasi () hipotetik adalah $= (\text{skor maks} - \text{skor min}) : 6$

Berdasarkan hasil dari deskripsi data penelitian, maka selanjutnya dapat dilakukan pengkategorisasian skor pada ketiga variabel. Kategorisasi didasarkan pada nilai mean hipotetik dan standar hipotetik pada masing-masing variabel yang secara rinci dapat dilihat pada tabel dibawah ini.

Tabel 11.
Kategorisasi Nilai Variabel Kecenderungan Kecanduan Internet

| Kategori | Rentan Skor | Frekuensi | % |
|---------------|-------------|------------|-------------|
| Tinggi | 64 X | 15 | 9.74% |
| Sedang | 48 X <64 | 92 | 59.74% |
| Rendah | X < 48 | 47 | 30.52% |
| Jumlah | | 154 | 100% |

Berdasarkan kategorisasi skor di atas, maka dapat disimpulkan bahwa kecenderungan kecanduan internet berada pada kategori sedang yaitu 59.74% dari jumlah subjek penelitian sebanyak 154 partisipan. Selanjutnya, kategorisasi nilai dan frekuensi pada kontrol diri dapat dilihat pada tabel berikut ini.

Tabel 12.
Kategorisasi Nilai Variabel Kontrol Diri

| Kategori | Rentan Skor | Frekuensi | % |
|---------------|-------------|------------|-------------|
| Tinggi | 80 X | 14 | 9.1% |
| Sedang | 60 X <80 | 123 | 79.9% |
| Rendah | X < 60 | 17 | 11% |
| Jumlah | | 154 | 100% |

Berdasarkan kategorisasi skor di atas, maka dapat disimpulkan bahwa kontrol diri berada pada kategori sedang yaitu 79.9% dari jumlah subjek penelitian sebanyak 154 partisipan. Selanjutnya, kategorisasi nilai dan frekuensi pada komunikasi interpersonal dapat dilihat pada tabel berikut ini.

Tabel 13.
Kategorisasi Nilai Variabel Komunikasi Interpersonal

| Kategori | Rentan Skor | Frekuensi | % |
|---------------|-------------|------------|-------------|
| Tinggi | 42 X | 66 | 42.9% |
| Sedang | 21 X < 42 | 87 | 56.5% |
| Rendah | X < 21 | 1 | 0.6% |
| Jumlah | | 154 | 100% |

Berdasarkan kategorisasi skor di atas, maka dapat disimpulkan bahwa komunikasi interpersonal berada pada kategorisasi sedang yaitu 56.5% dari jumlah subjek penelitian sebanyak 154 partisipan.

3. Analisis Data

Sebelum melakukan pengujian terhadap hipotesis penelitian, peneliti melakukan uji asumsi terlebih dahulu seperti yang dijelaskan pada tabel berikut ini.

a. Uji Asumsi

Uji asumsi atau uji persyaratan dilakukan pada sampel untuk mengetahui normal atau tidaknya sebaran. Uji asumsi pada *Internet Addiction Test* (IAT), *Self Control Scale* (SCS) dan *Communication Interpersonal Inventory* (ICI) dilakukan dengan menggunakan bantuan *software* SPSS. Uji asumsi terdiri dari uji normalitas dan uji normalitas yang akan dijelaskan sebagai berikut.

1) Uji Normalitas

Uji normalitas dilakukan untuk menguji distribusi normal pada setiap variabel. Uji normalitas dilakukan dengan menggunakan teknik *One Sample Kolmogorov-Smirnov Test* dengan perolehan hasil sebagai berikut.

Tabel 14.
Uji Normalitas
One Sample Kolmogorav-Smirnov Test

| Variabel | Rerata | SD | K-S | Taraf Signifikansi | Keterangan |
|---|---------------|-----------|------------|---------------------------|-------------------|
| Kecenderungan Kecanduan Internet | 51.55 | 8.778 | 0.690 | 0727 | Normal |
| Kontrol Diri | 69.08 | 8.112 | 0.917 | 0.369 | Normal |
| Komunikasi Interpersonal | 39.33 | 7.222 | 0.973 | 0.300 | Normal |

Berdasarkan tabel *One Sample Kolmogorav-Smirnov Test* di atas, maka hasil analisis uji normalitas sebaran skor kecenderungan kecanduan internet K-S-Z adalah 0.690 dengan (p) sebesar 0.727 ($p > 0.05$). Sedangkan untuk sebaran skor kontrol diri K-S-Z adalah 0.917 dengan (p) sebesar 0.369 ($p > 0.05$). Selanjutnya untuk sebaran skor komunikasi interpersonal K-S-Z adalah 0.973 dengan (p) sebesar 0.300 ($p > 0.05$). Berdasarkan analisis tersebut, dapat diasumsikan bahwa skor variabel kecenderungan kecanduan internet, kontrol diri dan komunikasi interpersonal adalah normal.

2) Uji Linieritas

Uji linieritas bertujuan untuk mengetahui kelinieran suatu hubungan variabel bebas dengan variabel tergantung. Berikut adalah hasil uji linieritas antara kontrol diri dengan kecenderungan kecanduan internet yaitu sebagai berikut.

Tabel 15.
Uji Linieritas Kontrol Diri dengan Kecenderungan Kecanduan Internet Pada Mahasiswa

| Variabel | Sig. Deviation from Linierity | Taraf Signifikan |
|---|-------------------------------|------------------|
| Kontrol Diri dan Kecenderungan Kecanduan Internet | 11.820 | 0.001 |

Berdasarkan hasil uji linieritas tersebut, dapat diperoleh nilai F untuk *Linierity* sebesar 11.820 dengan $p = 0.001$. Jadi dapat disimpulkan bahwa hubungan antara kontrol diri dengan kecenderungan kecanduan internet dinyatakan linier. Selanjutnya untuk uji linieritas antara komunikasi interpersonal dengan kecenderungan kecanduan internet sebagai berikut.

Tabel 16.
Uji Linieritas Komunikasi Interpersonal dengan Kecenderungan Kecanduan Internet Pada Mahasiswa

| Variabel | Sig. Deviation from Linierity | Taraf Signifikan |
|---|-------------------------------|------------------|
| Komunikasi Interpersonal dan Kecenderungan Kecanduan Internet | 2.203 | 0.140 |

Berdasarkan hasil uji linieritas tersebut, dapat diperoleh nilai F untuk *Linierity* sebesar 2.203 dengan $p = 0.140$. Jadi dapat disimpulkan bahwa hubungan antara komunikasi interpersonal dengan kecenderungan kecanduan internet dinyatakan linier.

b. Uji Hipotesis

Pehitungan uji hipotesis dilakukan dengan metode analisis regresi berganda yang dihitung dengan bantuan *software* SPSS versi 21 *for windows*.

Hasil analisis data hubungan antara variabel bebas dengan variabel tergantung diperoleh nilai koefisien korelasi sebagai berikut.

Tabel 17.
Analisis Data

| No. | Variabel | r_{xy} | Sig. |
|-----|---|------------|-------|
| 1. | Kontrol Diri, Komunikasi Interpersonal * Kecenderungan Kecanduan Internet | (R) 0.277 | 0.002 |
| 2. | Kontrol Diri * Kecenderungan Kecanduan Internet | (r) -0.275 | 0.000 |
| 3. | Komunikasi Interpersonal * Kecenderungan Kecanduan Internet | (r) -0.112 | 0.083 |

Berdasarkan tabel tersebut, diperoleh hasil sebagai berikut.

1) $R_{x1.2-y} = 0.277$ dengan $p = 0.002$ ($p < 0.05$). Hal tersebut menandakan bahwa adanya hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa sehingga hipotesis mayor diterima.

2) $r_{x1-y} = -0.275$ dengan $p = 0.000$ ($p < 0.05$). Hal tersebut menandakan bahwa adanya hubungan negatif antara kontrol diri dengan kecenderungan kecanduan internet pada mahasiswa sehingga hipotesis minor diterima.

3) $r_{x2-y} = -0.112$ dengan $p = 0.083$ ($p > 0.05$). Hal tersebut menandakan bahwa tidak adanya hubungan antara komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa sehingga hipotesis minor ditolak.

Pada hipotesis pertama, terdapat hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa dan terbukti signifikan. Selanjutnya pada hipotesis kedua, terdapat

hubungan antara kontrol diri dengan kecenderungan kecanduan internet pada mahasiswa dan terbukti signifikan. Sedangkan pada hipotesis ketiga, tidak terdapat hubungan antara komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa dan terbukti tidak signifikan.

D. Pembahasan

Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa di Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung. Untuk mengetahui hubungan tersebut, peneliti melakukan penelitian dengan *multiple regression analysis* atau analisis regresi berganda dengan bantuan *software SPSS 21.0 for windows*. Penelitian ini dilakukan dengan cara penyebaran kuesioner *Internet Addiction Test (IAT)*, *Self Control Scale (SCS)* dan *Communication Interpersonal Inventory (ICI)*. Data yang telah diperoleh diuji coba melalui proses *try-out* pada 36 mahasiswa.

Berdasarkan deskripsi data yang telah dibuat, maka dapat diketahui bahwa kecenderungan kecanduan internet mahasiswa berada pada kategorisasi sedang dimana interval 48 – 64 sebanyak 92 mahasiswa dengan nilai persentase sebesar 59.74%. Selanjutnya, kontrol diri mahasiswa berada pada kategorisasi sedang dengan interval 60 – 80 sebanyak 123 mahasiswa dengan nilai persentase sebesar 79.9%. Sedangkan komunikasi interpersonal mahasiswa berada pada kategorisasi sedang dengan interval 21 – 42 sebanyak 87 mahasiswa dengan nilai persentase sebesar 56.5%.

Dalam penelitian ini, terdapat tiga hipotesis yang diajukan. Hasil uji hipotesis pertama diperoleh $R = 0.277$ dan $p = 0.002 < 0.01$ dengan sumbangan efektif sebesar 7.7% dipengaruhi oleh variabel bebas dalam penelitian dan 92.3% lainnya dipengaruhi oleh variabel diluar penelitian. Hasil tersebut menunjukkan bahwa hipotesis diterima, artinya ada hubungan yang signifikan antara kontrol diri dan komunikasi interpersonal dengan kecanduan internet pada mahasiswa di Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung jika diuji secara bersamaan. Hasil uji hipotesis tersebut sesuai dengan kerangka berpikir yang telah peneliti tulis sebelumnya bahwa kemampuan individu dalam mengontrol dirinya dan menjalin komunikasi dalam kehidupan sosialnya mempengaruhi individu dalam penggunaan internet sehari-hari.

Young dan Abreu (2017) mengemukakan bahwa kecenderungan kecanduan internet adalah suatu penggunaan internet secara berlebihan hingga mengganggu produktifitas dan rutinitas keseharian. Penggunaan internet secara berlebihan merupakan suatu kebiasaan yang dapat menyia-nyiakan waktu. Sebagaimana di dalam ajaran agama islam, menyia-nyiakan waktu merupakan suatu bentuk kerugian besar.

Sebagaimana firman Allah Subhanawata'ala :

لَحَقَّ وَتَوَاصَوْا الصَّالِحِينَ وَعَمِلُوا أَمْنًا الَّذِينَ إِلَّا ۖ خُسْرٍ لِّفِي الْإِنْسَانِ إِنَّ ۖ وَالْعَصْرِ

بِالصَّبْرِ وَتَوَاصَوْا

Artinya : (1) Demi masa. (2) Sesungguhnya manusia itu benar-benar dalam kerugian, (3) kecuali orang-orang yang beriman dan mengerjakan amal

saleh dan nasehat-menasehati supaya mentaati kebenaran dan nasehat-menasehati supaya menetapi kesabaran.

Berdasarkan kutipan ayat di atas, Allah Subhanawata'ala mengingatkan individu untuk dapat memanfaatkan waktu dengan menebar kebaikan dan kesabaran. Selain itu, Allah Subhanawata'ala tidak menyukai individu yang menyia-nyiakan waktunya dengan melakukan hal-hal yang tidak bermanfaat, karena pada hakikatnya kehidupan dunia hanya untuk beribadah kepada Allah sesuai dengan Al-Qur'an dan As-Sunnah.

Selanjutnya, dalam hipotesis kedua diperoleh $r = -0.275$ dan $p = 0.000 < 0.01$ dengan sumbangan efektif sebesar 7.6% dipengaruhi oleh variabel bebas dalam penelitian dan 92.4% lainnya dipengaruhi oleh variabel diluar penelitian. Hasil tersebut menunjukkan bahwa hipotesis diterima, artinya ada hubungan negative yang signifikan antara kontrol diri dengan kecanduan internet pada mahasiswa di Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung. Hubungan negatif tersebut berarti semakin tinggi kontrol diri yang dimiliki individu, maka akan semakin rendah kecenderungan kecanduan internet yang dimilikinya. Hasil tersebut selaras dengan penelitian yang dilakukan oleh Widiana, Retnowati dan Hidayat (2004) yang berjudul kontrol diri dan kecenderungan kecanduan internet bahwa ada hubungan yang negatif yang signifikan antara kontrol diri dengan kecenderungan kecanduan internet dengan nilai koefisien korelasi sebesar 0,203($p=0,046$).

Goldfriend dan Merbaum (dalam Ghufon, Nur & Risnawati, 2011) mendefinisikan kontrol diri yaitu sebuah kemampuan untuk menyusun, membimbing, mengatur, dan mengarahkan perilaku individu kearah yang positif

termasuk dalam menghadapi kondisi yang terdapat di lingkungan sekitarnya. Permasalahan yang terdapat di dalam kontrol diri merupakan permasalahan yang melibatkan proses belajar pengendalian individu untuk menurunkan perilaku eksekif yang memberikan kepuasan segera (Kazdin, 1994). Sedangkan internet dapat memberikan kepuasan segera bagi penggunanya dan memungkinkan penggunanya menjadi eksensif dalam menggunakan internet. Oleh sebab itu, pentingnya peranan kontrol diri pada individu dalam penggunaan internet sehingga meminimalisir terjadinya perilaku eksekif dalam penggunaannya atau mampu menggunakannya dengan wajar tidak berlebihan.

Kemudian, dalam hipotesis ketiga diperoleh $r = -0.112$ dan $p = 0.083 > 0.05$. Hasil tersebut menunjukkan bahwa hipotesis ditolak, artinya tidak ada hubungan antara yang signifikan antara komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Raden Intan Lampung. Hasil tersebut menunjukkan bahwa adanya faktor-faktor lain diluar komunikasi interpersonal yang mempengaruhi kecenderungan kecanduan internet pada mahasiswa. Salah satu faktornya adalah kesepian. Penelitian yang dilakukan Hapsari dan Ariana (2015) yang berjudul hubungan antara kesepian dengan kecenderungan kecanduan internet pada remaja mengemukakan bahwa terdapat korelasi yang signifikan antara kesepian dengan kecenderungan kecanduan internet dengan taraf signifikansi sebesar 0.000 dengan $p < 0,05$. Kemudian, Ulfah (2017) dalam penelitiannya yang berjudul hubungan antara depresi dengan kecanduan internet pada siswa SMP di Banda Aceh menunjukkan bahwa terdapat hubungan yang signifikan antara depresi dengan

kecanduan internet dengan koefisien korelasi sebesar 0.299 serta taraf signifikansi 0.000 dengan $p < 0.05$. Hal tersebut didukung dengan penelitian yang dilakukan oleh Russell, Peplau dan Cutrona yang menunjukkan tingkat kesepian yang lebih tinggi pada mahasiswa dianggap sebagai pengguna patologis atau adiktif internet (dalam Young dan Abreu, 2017).

Selain itu, Smart (dalam Anuari, 2018) mengemukakan bahwa individu dengan kecanduan internet dapat dipengaruhi oleh beberapa faktor seperti kurang mendapatkan perhatian dari orang terdekat, stress dan depresi, kurang kegiatan sosial, lingkungan serta pola asuh. Menurut Young dan Abreu (2017) penggunaan internet yang meningkat berhubungan dengan berkurangnya ukuran lingkaran sosial setempat. Hal tersebut didukung dengan penelitian yang dilakukan oleh Krant et al. (dalam Young dan Abreu, 2017) yang menunjukkan bahwa tingkat penggunaan internet yang rendah sekalipun para partisipan mengalami peningkatan kesepian dan depresi. Kemudian, penelitian yang dilakukan oleh Young dan Rogers (dalam Young dan Abreu, 2017) menemukan bahwa semakin tinggi kecanduan penggunaan internet, maka semakin tinggi kemungkinan pecandu untuk menggunakan internet sebagai pelarian diri dari sesuatu. Ketika stres karena pekerjaan atau depresi, pecandu internet menunjukkan kecenderungan yang tinggi untuk mengakses internet dan melaporkan tingkat kesepian, suasana perasaan yang tertekan dan kompulsivitas yang lebih tinggi dibanding kelompok-kelompok lain.

Selain faktor adanya variabel lain yang lebih mempengaruhi kecenderungan kecanduan internet tersebut, faktor lain yang mempengaruhi tidak

signifikannya penelitian dan memiliki sumbangan efektif yang rendah adalah faktor waktu dan cuaca. Peneliti mendapatkan beberapa kesempatan melakukan penelitian pada sore hari di mana setelah semua mata kuliah selesai. Saat melakukan penelitian tersebut, cuaca yang terik membuat suasana ruangan kelas terasa panas. Selain itu, tidak tersedianya pendingin ruangan dan ventilasi udara yang memadai. Sehingga kemungkinan tersebut mempengaruhi partisipan dalam mengerjakan kuesioner dengan tidak maksimal.



BAB V

PENUTUP

A. Kesimpulan

Berdasarkan penelitian dan uji hipotesis yang telah dilakukan, maka dapat ditarik kesimpulan sebagai berikut.

1. Ada hubungan antara kontrol diri dan komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa dengan sumbangan efektif sebesar 7.7%
2. Ada hubungan yang negatif antara kontrol diri dengan kecenderungan kecanduan internet pada mahasiswa. Hal tersebut menunjukkan bahwa semakin rendah kontrol diri maka semakin tinggi kecenderungan kecanduan internet yang dimiliki mahasiswa dengan sumbangan efektif sebesar 7.6%.
3. Tidak ada hubungan antara komunikasi interpersonal dengan kecenderungan kecanduan internet pada mahasiswa.

B. Saran

Berdasarkan hasil penelitian dan kesimpulan yang diperoleh, maka peneliti memberikan saran sebagai berikut.

1. Bagi mahasiswa

Peneliti menyarankan agar mahasiswa dapat memiliki kontrol diri yang baik dengan membentuk skala prioritas harian guna membantu individu dalam menjalankan rutinitasnya, meregulasi penggunaan internet dengan cara mengaktifkan data seluler pada jam-jam tertentu guna meminimalisir penggunaan

internet dan memperbanyak aktivitas fisik. Hal tersebut dapat membantu mahasiswa untuk mengalihkan diri dari pemakaian internet yang berlebihan.

2. Bagi Institusi/Lembaga

Peneliti menyarankan kepada fakultas yang menaungi mahasiswa untuk memberikan edukasi seperti *workshop* atau seminar yang dapat meningkatkan kontrol diri dalam penggunaan internet. Selain itu, fakultas memberikan sarana dan prasarana dalam bentuk kegiatan-kegiatan yang positif sehingga kehidupan di dunia nyata maupun maya tetap seimbang.

3. Bagi Penelitian Selanjutnya

Pada penelitian selanjutnya, peneliti mengharapkan agar dapat mengkaji mengenai faktor-faktor lain yang memiliki kemungkinan berhubungan dengan kecenderungan kecanduan internet seperti kesepian, depresi, *self esteem* atau problematika psikologis dan sosial lainnya.

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Hasil Penelitian Kecenderungan Kecanduan Internet

Nomor Aitem

| No | KKI1 | KKI2 | KKI3 | KKI4 | KKI5 | KKI6 | KKI7 | KKI8 | KKI9 | KKI10 | KKI11 | KKI12 | KKI13 | KKI14 | KKI15 | KKI16 | KKItotal |
|----|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|----------|
| 1 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 41 |
| 2 | 4 | 3 | 2 | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 2 | 3 | 3 | 3 | 3 | 4 | 54 |
| 3 | 4 | 3 | 4 | 4 | 1 | 4 | 3 | 5 | 2 | 4 | 3 | 3 | 5 | 5 | 2 | 3 | 55 |
| 4 | 4 | 5 | 5 | 3 | 3 | 4 | 2 | 2 | 3 | 4 | 2 | 4 | 4 | 4 | 1 | 2 | 52 |
| 5 | 4 | 4 | 5 | 4 | 2 | 5 | 4 | 3 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 5 | 61 |
| 6 | 4 | 4 | 3 | 5 | 4 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 3 | 3 | 3 | 3 | 61 |
| 7 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 5 | 58 |
| 8 | 5 | 4 | 2 | 4 | 1 | 3 | 4 | 5 | 4 | 4 | 2 | 5 | 3 | 3 | 2 | 2 | 53 |
| 9 | 5 | 4 | 2 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 2 | 5 | 3 | 4 | 1 | 2 | 56 |
| 10 | 4 | 2 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 55 |
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Hasil Penelitian Kontrol Diri

Nomor Aitem

| No | KD1 | KD2 | KD3 | KD4 | KD5 | KD6 | KD7 | KD8 | KD9 | KD10 | KD11 | KD12 | KD13 | KD14 | KD15 | KD16 | KD17 | KD18 | KD19 | KD20 | KDtotal |
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| 154 | 3 | 5 | 5 | 4 | 5 | 1 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | 4 | 5 | 3 | 63 |

Hasil Penelitian Komunikasi Interpersonal

Nomor Aitem

| No | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | KMItotal |
|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----------|
| 1 | 1 | 2 | 3 | 1 | 0 | 3 | 1 | 0 | 3 | 0 | 0 | 3 | 3 | 3 | 2 | 0 | 3 | 0 | 3 | 0 | 2 | 33 |
| 2 | 3 | 3 | 1 | 3 | 0 | 3 | 1 | 2 | 2 | 1 | 3 | 3 | 0 | 1 | 2 | 3 | 3 | 3 | 1 | 1 | 3 | 42 |
| 3 | 3 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 2 | 1 | 3 | 1 | 0 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 3 | 33 |
| 4 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 0 | 3 | 3 | 1 | 3 | 3 | 0 | 2 | 3 | 3 | 1 | 3 | 48 |
| 5 | 3 | 3 | 1 | 1 | 2 | 3 | 0 | 3 | 3 | 1 | 3 | 3 | 3 | 0 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 48 |
| 6 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 0 | 3 | 3 | 1 | 3 | 2 | 3 | 1 | 3 | 50 |
| 7 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 0 | 3 | 3 | 0 | 29 |
| 8 | 1 | 3 | 1 | 1 | 0 | 0 | 3 | 3 | 0 | 0 | 3 | 0 | 3 | 1 | 0 | 3 | 3 | 3 | 1 | 3 | 0 | 32 |
| 9 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 2 | 0 | 1 | 3 | 1 | 1 | 0 | 2 | 1 | 3 | 3 | 0 | 3 | 2 | 26 |
| 10 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 1 | 0 | 3 | 0 | 3 | 2 | 3 | 0 | 3 | 45 |
| 11 | 3 | 2 | 1 | 0 | 3 | 3 | 1 | 0 | 2 | 0 | 3 | 3 | 3 | 0 | 3 | 1 | 3 | 2 | 0 | 1 | 2 | 36 |
| 12 | 3 | 3 | 1 | 1 | 2 | 3 | 0 | 2 | 2 | 1 | 0 | 3 | 1 | 1 | 3 | 3 | 2 | 2 | 0 | 1 | 3 | 37 |
| 13 | 1 | 2 | 0 | 1 | 2 | 3 | 0 | 3 | 2 | 1 | 1 | 0 | 0 | 0 | 3 | 0 | 2 | 2 | 1 | 1 | 3 | 28 |
| 14 | 1 | 3 | 1 | 3 | 2 | 3 | 0 | 3 | 3 | 1 | 3 | 3 | 1 | 1 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 44 |
| 15 | 3 | 2 | 0 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 45 |
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| 18 | 1 | 2 | 3 | 1 | 0 | 0 | 0 | 3 | 2 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 3 | 2 | 1 | 3 | 3 | 29 |
| 19 | 1 | 0 | 1 | 0 | 2 | 2 | 0 | 3 | 2 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 3 | 0 | 1 | 1 | 2 | 23 |
| 20 | 3 | 2 | 1 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 3 | 3 | 0 | 3 | 3 | 1 | 2 | 2 | 3 | 1 | 3 | 43 |
| 21 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 51 |
| 22 | 1 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 1 | 0 | 20 |
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| 24 | 0 | 3 | 1 | 1 | 3 | 2 | 1 | 3 | 3 | 0 | 3 | 3 | 0 | 1 | 2 | 1 | 3 | 3 | 1 | 3 | 3 | 40 |
| 25 | 3 | 2 | 1 | 3 | 2 | 3 | 1 | 3 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 3 | 2 | 2 | 1 | 3 | 3 | 37 |
| 26 | 3 | 2 | 0 | 3 | 2 | 0 | 0 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 1 | 0 | 3 | 0 | 1 | 3 | 37 |
| 27 | 0 | 0 | 1 | 0 | 3 | 3 | 3 | 3 | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 2 | 2 | 1 | 1 | 2 | 29 |
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| 31 | 3 | 3 | 0 | 1 | 2 | 2 | 1 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 0 | 1 | 2 | 32 |

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| 37 | 1 | 3 | 1 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 53 |
| 38 | 1 | 3 | 0 | 1 | 3 | 3 | 3 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 47 |
| 39 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 3 | 3 | 3 | 3 | 3 | 48 |
| 40 | 3 | 3 | 1 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 0 | 3 | 0 | 1 | 3 | 0 | 1 | 3 | 3 | 43 |
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| 42 | 0 | 3 | 0 | 3 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 3 | 3 | 33 |
| 43 | 3 | 0 | 1 | 1 | 3 | 3 | 1 | 2 | 3 | 0 | 1 | 3 | 0 | 1 | 3 | 0 | 2 | 3 | 1 | 1 | 3 | 35 |
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| 46 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 0 | 2 | 1 | 3 | 0 | 3 | 1 | 3 | 3 | 2 | 3 | 1 | 3 | 3 | 45 |
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| 51 | 0 | 3 | 0 | 3 | 2 | 3 | 0 | 3 | 3 | 0 | 3 | 3 | 3 | 0 | 0 | 0 | 3 | 3 | 0 | 3 | 3 | 38 |
| 52 | 1 | 3 | 1 | 1 | 0 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 43 |
| 53 | 3 | 2 | 3 | 0 | 0 | 2 | 3 | 0 | 3 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 38 |
| 54 | 1 | 2 | 1 | 0 | 3 | 2 | 0 | 2 | 0 | 1 | 1 | 3 | 0 | 3 | 0 | 0 | 3 | 2 | 3 | 3 | 3 | 33 |
| 55 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 | 3 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 39 |
| 56 | 3 | 0 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 0 | 1 | 0 | 3 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 3 | 25 |
| 57 | 3 | 3 | 0 | 1 | 0 | 3 | 0 | 3 | 2 | 0 | 0 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 41 |
| 58 | 1 | 2 | 1 | 1 | 0 | 3 | 1 | 2 | 2 | 3 | 3 | 1 | 0 | 0 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 39 |
| 59 | 1 | 3 | 1 | 1 | 0 | 3 | 0 | 3 | 3 | 0 | 3 | 1 | 3 | 0 | 3 | 3 | 3 | 3 | 1 | 1 | 3 | 39 |
| 60 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 0 | 0 | 3 | 1 | 2 | 0 | 3 | 3 | 1 | 1 | 3 | 43 |
| 61 | 1 | 3 | 1 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 1 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 47 |
| 62 | 3 | 3 | 1 | 3 | 0 | 3 | 3 | 2 | 0 | 3 | 3 | 1 | 1 | 1 | 2 | 1 | 3 | 3 | 3 | 1 | 3 | 43 |
| 63 | 1 | 2 | 1 | 0 | 0 | 3 | 1 | 3 | 3 | 0 | 0 | 1 | 0 | 0 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 33 |
| 64 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 1 | 3 | 1 | 0 | 0 | 1 | 2 | 3 | 1 | 3 | 2 | 28 |
| 65 | 1 | 2 | 0 | 3 | 2 | 3 | 0 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 3 | 1 | 2 | 2 | 1 | 1 | 3 | 39 |

| | | | | | | | | | | | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| 66 | 1 | 2 | 1 | 3 | 0 | 2 | 3 | 2 | 0 | 1 | 3 | 1 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 43 |
| 67 | 0 | 3 | 1 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 1 | 3 | 1 | 3 | 1 | 3 | 3 | 1 | 1 | 2 | 42 |
| 68 | 1 | 0 | 0 | 1 | 3 | 3 | 3 | 3 | 3 | 0 | 1 | 3 | 0 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 42 |
| 69 | 1 | 3 | 1 | 1 | 3 | 3 | 1 | 2 | 2 | 1 | 3 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 3 | 3 | 34 |
| 70 | 3 | 0 | 1 | 3 | 2 | 3 | 3 | 0 | 2 | 3 | 1 | 3 | 1 | 3 | 3 | 1 | 3 | 2 | 1 | 1 | 3 | 42 |
| 71 | 3 | 0 | 3 | 1 | 2 | 2 | 3 | 0 | 3 | 1 | 3 | 3 | 1 | 1 | 0 | 0 | 2 | 0 | 3 | 1 | 3 | 35 |
| 72 | 3 | 2 | 3 | 3 | 0 | 0 | 3 | 0 | 3 | 0 | 3 | 1 | 1 | 0 | 3 | 3 | 3 | 2 | 1 | 3 | 2 | 39 |
| 73 | 3 | 3 | 3 | 3 | 3 | 2 | 0 | 3 | 0 | 3 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 3 | 3 | 0 | 2 | 43 |
| 74 | 1 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 3 | 0 | 3 | 2 | 3 | 3 | 3 | 42 |
| 75 | 1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 0 | 0 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 2 | 46 |
| 76 | 1 | 3 | 3 | 1 | 0 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 0 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 45 |
| 77 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 2 | 2 | 0 | 1 | 2 | 34 |
| 78 | 1 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 0 | 3 | 2 | 3 | 3 | 3 | 0 | 3 | 3 | 48 |
| 79 | 3 | 2 | 1 | 3 | 0 | 3 | 0 | 2 | 0 | 3 | 3 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 1 | 1 | 3 | 42 |
| 80 | 3 | 2 | 3 | 0 | 0 | 2 | 0 | 3 | 3 | 0 | 1 | 1 | 0 | 0 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 32 |
| 81 | 1 | 3 | 1 | 1 | 0 | 3 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 0 | 1 | 0 | 3 | 1 | 1 | 3 | 30 |
| 82 | 1 | 3 | 0 | 3 | 0 | 3 | 3 | 3 | 2 | 3 | 0 | 3 | 1 | 3 | 3 | 1 | 2 | 3 | 1 | 0 | 3 | 41 |
| 83 | 1 | 3 | 1 | 1 | 2 | 3 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 2 | 3 | 0 | 0 | 2 | 24 |
| 84 | 1 | 3 | 0 | 3 | 0 | 3 | 1 | 3 | 2 | 1 | 1 | 1 | 1 | 0 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 36 |
| 85 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 0 | 3 | 3 | 1 | 0 | 3 | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 36 |
| 86 | 1 | 2 | 0 | 3 | 2 | 3 | 3 | 3 | 2 | 0 | 3 | 1 | 0 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 44 |
| 87 | 1 | 3 | 1 | 3 | 3 | 3 | 0 | 3 | 0 | 0 | 3 | 1 | 3 | 3 | 3 | 0 | 3 | 2 | 1 | 1 | 3 | 40 |
| 88 | 3 | 0 | 1 | 1 | 3 | 3 | 1 | 3 | 2 | 3 | 1 | 3 | 1 | 1 | 2 | 1 | 3 | 2 | 3 | 3 | 2 | 42 |
| 89 | 1 | 3 | 1 | 3 | 0 | 3 | 0 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 2 | 3 | 1 | 3 | 33 |
| 90 | 0 | 3 | 3 | 0 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 47 |
| 91 | 0 | 3 | 1 | 0 | 3 | 0 | 1 | 0 | 3 | 0 | 1 | 0 | 3 | 1 | 3 | 3 | 0 | 3 | 0 | 0 | 3 | 28 |
| 92 | 3 | 2 | 1 | 0 | 0 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 | 0 | 1 | 3 | 3 | 0 | 3 | 3 | 43 |
| 93 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 3 | 0 | 0 | 0 | 3 | 0 | 3 | 1 | 2 | 3 | 3 | 0 | 0 | 24 |
| 94 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 0 | 3 | 3 | 0 | 0 | 3 | 0 | 3 | 3 | 0 | 3 | 3 | 33 |
| 95 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 1 | 0 | 1 | 3 | 2 | 0 | 0 | 3 | 22 |
| 96 | 1 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 1 | 2 | 2 | 0 | 1 | 3 | 39 |
| 97 | 3 | 3 | 3 | 1 | 3 | 3 | 0 | 0 | 3 | 3 | 3 | 3 | 0 | 0 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 43 |
| 98 | 3 | 3 | 0 | 3 | 3 | 3 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 3 | 3 | 0 | 0 | 3 | 31 |
| 99 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 3 | 3 | 36 |

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| 100 | 3 | 3 | 3 | 1 | 3 | 3 | 0 | 2 | 3 | 1 | 3 | 1 | 0 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 48 |
| 101 | 0 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 54 |
| 102 | 3 | 3 | 1 | 0 | 2 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 3 | 47 |
| 103 | 3 | 3 | 0 | 3 | 3 | 3 | 0 | 0 | 3 | 3 | 3 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 45 |
| 104 | 3 | 2 | 1 | 3 | 0 | 3 | 1 | 2 | 0 | 0 | 0 | 1 | 1 | 3 | 3 | 0 | 0 | 0 | 1 | 0 | 3 | 27 |
| 105 | 1 | 3 | 0 | 3 | 3 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 37 |
| 106 | 1 | 2 | 0 | 0 | 0 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 0 | 0 | 3 | 0 | 3 | 3 | 0 | 1 | 2 | 33 |
| 107 | 3 | 2 | 0 | 0 | 3 | 0 | 0 | 2 | 2 | 1 | 1 | 3 | 3 | 3 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | 35 |
| 108 | 3 | 3 | 3 | 1 | 0 | 3 | 3 | 0 | 2 | 3 | 1 | 3 | 3 | 1 | 2 | 0 | 3 | 3 | 3 | 1 | 3 | 44 |
| 109 | 3 | 3 | 3 | 3 | 2 | 3 | 0 | 3 | 2 | 1 | 3 | 0 | 1 | 0 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 47 |
| 110 | 3 | 3 | 0 | 3 | 2 | 3 | 0 | 3 | 3 | 1 | 1 | 1 | 0 | 3 | 3 | 0 | 3 | 2 | 3 | 1 | 3 | 41 |
| 111 | 3 | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 0 | 48 |
| 112 | 3 | 3 | 3 | 1 | 3 | 3 | 0 | 2 | 3 | 0 | 3 | 1 | 0 | 3 | 3 | 1 | 3 | 3 | 0 | 0 | 0 | 38 |
| 113 | 3 | 3 | 1 | 3 | 2 | 3 | 1 | 3 | 3 | 1 | 1 | 3 | 1 | 3 | 0 | 0 | 3 | 3 | 3 | 3 | 3 | 46 |
| 114 | 0 | 3 | 0 | 3 | 0 | 3 | 3 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 34 |
| 115 | 3 | 0 | 3 | 3 | 0 | 3 | 3 | 3 | 0 | 0 | 3 | 3 | 3 | 0 | 2 | 1 | 0 | 3 | 3 | 3 | 2 | 41 |
| 116 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 1 | 0 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 51 |
| 117 | 1 | 3 | 1 | 3 | 3 | 2 | 0 | 0 | 2 | 1 | 0 | 3 | 1 | 0 | 0 | 1 | 3 | 0 | 0 | 3 | 2 | 29 |
| 118 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 1 | 3 | 0 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 54 |
| 119 | 1 | 2 | 1 | 1 | 3 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 3 | 3 | 1 | 1 | 3 | 36 |
| 120 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 3 | 3 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 48 |
| 121 | 3 | 3 | 0 | 3 | 0 | 3 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 1 | 3 | 0 | 2 | 3 | 3 | 0 | 2 | 43 |
| 122 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 0 | 3 | 1 | 1 | 3 | 1 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 50 |
| 123 | 1 | 3 | 0 | 3 | 0 | 0 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 0 | 3 | 1 | 0 | 3 | 3 | 3 | 3 | 42 |
| 124 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 1 | 0 | 3 | 2 | 3 | 3 | 1 | 3 | 47 |
| 125 | 1 | 0 | 1 | 1 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 3 | 0 | 1 | 3 | 3 | 3 | 2 | 0 | 0 | 3 | 37 |
| 126 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 3 | 0 | 3 | 3 | 0 | 0 | 3 | 3 | 3 | 2 | 0 | 0 | 3 | 35 |
| 127 | 1 | 3 | 0 | 1 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 1 | 0 | 3 | 3 | 1 | 3 | 0 | 1 | 3 | 3 | 38 |
| 128 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 3 | 3 | 1 | 1 | 3 | 3 | 3 | 2 | 3 | 1 | 2 | 48 |
| 129 | 1 | 3 | 1 | 0 | 1 | 3 | 0 | 2 | 3 | 0 | 3 | 1 | 1 | 3 | 3 | 1 | 2 | 2 | 0 | 0 | 3 | 33 |
| 130 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 3 | 3 | 0 | 3 | 3 | 1 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 40 |
| 131 | 1 | 3 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 0 | 3 | 1 | 3 | 1 | 3 | 0 | 3 | 3 | 3 | 1 | 3 | 44 |
| 132 | 1 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 0 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 0 | 0 | 3 | 3 | 46 |
| 133 | 1 | 3 | 1 | 3 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 1 | 1 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 48 |

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| 134 | 1 | 3 | 1 | 0 | 0 | 3 | 3 | 3 | 2 | 3 | 0 | 3 | 0 | 0 | 3 | 3 | 0 | 2 | 3 | 3 | 3 | 39 |
| 135 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 | 30 |
| 136 | 3 | 2 | 0 | 3 | 3 | 2 | 3 | 0 | 3 | 1 | 3 | 3 | 1 | 0 | 0 | 1 | 3 | 2 | 3 | 0 | 2 | 38 |
| 137 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 36 |
| 138 | 1 | 3 | 3 | 3 | 0 | 3 | 1 | 3 | 2 | 0 | 3 | 1 | 0 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 44 |
| 139 | 3 | 3 | 1 | 0 | 0 | 2 | 3 | 2 | 2 | 3 | 3 | 0 | 0 | 0 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 41 |
| 140 | 1 | 3 | 3 | 1 | 0 | 3 | 0 | 0 | 0 | 1 | 3 | 1 | 0 | 3 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 35 |
| 141 | 3 | 3 | 1 | 3 | 0 | 3 | 1 | 3 | 2 | 3 | 3 | 1 | 3 | 0 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 45 |
| 142 | 1 | 2 | 3 | 1 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 1 | 0 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 48 |
| 143 | 1 | 3 | 0 | 1 | 0 | 0 | 1 | 3 | 2 | 1 | 0 | 0 | 1 | 1 | 3 | 1 | 2 | 2 | 3 | 1 | 2 | 28 |
| 144 | 1 | 3 | 0 | 3 | 3 | 3 | 1 | 3 | 0 | 3 | 0 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 46 |
| 145 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 0 | 1 | 3 | 2 | 3 | 1 | 50 |
| 146 | 1 | 0 | 1 | 3 | 0 | 3 | 1 | 3 | 0 | 1 | 3 | 3 | 1 | 1 | 3 | 0 | 3 | 2 | 1 | 3 | 3 | 36 |
| 147 | 3 | 3 | 1 | 1 | 3 | 2 | 1 | 2 | 3 | 1 | 1 | 1 | 0 | 3 | 0 | 1 | 3 | 3 | 1 | 1 | 3 | 37 |
| 148 | 0 | 2 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 32 |
| 149 | 0 | 3 | 3 | 1 | 2 | 3 | 1 | 3 | 3 | 0 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | 35 |
| 150 | 3 | 2 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 0 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 3 | 0 | 0 | 3 | 39 |
| 151 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 0 | 1 | 3 | 3 | 3 | 1 | 2 | 47 |
| 152 | 3 | 3 | 0 | 3 | 0 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 51 |
| 153 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 3 | 3 | 44 |
| 154 | 1 | 2 | 1 | 3 | 2 | 3 | 1 | 0 | 2 | 1 | 1 | 1 | 0 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 30 |

| No | Responden | 1 | 2 | 3 | 4 | 5 | 6 | Data |
|----|--------------|---|---|---|---|---|---|------|
| 1 | Responden 1 | 4 | 2 | 1 | 2 | 2 | 4 | 5 |
| 2 | Responden 2 | 2 | 2 | 1 | 2 | 5 | 3 | 3 |
| 3 | Responden 3 | 2 | 2 | 2 | 3 | 5 | 4 | 2 |
| 4 | Responden 4 | 1 | 2 | 4 | 3 | 5 | 4 | 1 |
| 5 | Responden 5 | 4 | 1 | 1 | 2 | 3 | 2 | 3 |
| 6 | Responden 6 | 5 | 2 | 2 | 4 | 4 | 2 | 3 |
| 7 | Responden 7 | 2 | 1 | 2 | 1 | 4 | 3 | 2 |
| 8 | Responden 8 | 5 | 2 | 1 | 1 | 2 | 1 | 2 |
| 9 | Responden 9 | 2 | 4 | 3 | 2 | 4 | 4 | 4 |
| 10 | Responden 10 | 4 | 4 | 4 | 4 | 5 | 3 | 4 |
| 11 | Responden 11 | 2 | 5 | 1 | 2 | 3 | 2 | 3 |
| 12 | Responden 12 | 4 | 3 | 4 | 1 | 4 | 1 | 2 |
| 13 | Responden 13 | 1 | 3 | 1 | 1 | 4 | 1 | 1 |
| 14 | Responden 14 | 3 | 3 | 2 | 2 | 4 | 2 | 2 |
| 15 | Responden 15 | 2 | 2 | 1 | 2 | 5 | 3 | 1 |
| 16 | Responden 16 | 2 | 2 | 2 | 3 | 4 | 3 | 4 |
| 17 | Responden 17 | 1 | 5 | 3 | 2 | 4 | 2 | 3 |
| 18 | Responden 18 | 5 | 4 | 3 | 3 | 2 | 2 | 2 |
| 19 | Responden 19 | 2 | 4 | 2 | 1 | 3 | 5 | 3 |
| 20 | Responden 20 | 3 | 3 | 3 | 1 | 4 | 3 | 3 |
| 21 | Responden 21 | 1 | 2 | 3 | 2 | 4 | 3 | 2 |
| 22 | Responden 22 | 4 | 4 | 4 | 3 | 4 | 4 | 4 |
| 23 | Responden 23 | 1 | 3 | 3 | 3 | 4 | 4 | 2 |
| 24 | Responden 24 | 1 | 2 | 3 | 3 | 3 | 2 | 3 |
| 25 | Responden 25 | 1 | 2 | 4 | 2 | 5 | 2 | 2 |
| 26 | Responden 26 | 1 | 4 | 1 | 1 | 3 | 2 | 2 |
| 27 | Responden 27 | 1 | 3 | 3 | 3 | 4 | 3 | 3 |
| 28 | Responden 28 | 1 | 1 | 2 | 2 | 3 | 2 | 4 |
| 29 | Responden 29 | 1 | 4 | 2 | 1 | 5 | 2 | 2 |
| 30 | Responden 30 | 4 | 4 | 5 | 3 | 5 | 3 | 4 |
| 31 | Responden 31 | 1 | 1 | 3 | 2 | 3 | 3 | 3 |
| 32 | Responden 32 | 1 | 4 | 3 | 1 | 5 | 3 | 1 |
| 33 | Responden 33 | 2 | 4 | 4 | 3 | 4 | 3 | 4 |
| 34 | Responden 34 | 1 | 2 | 2 | 2 | 3 | 2 | 2 |
| 35 | Responden 35 | 2 | 3 | 2 | 3 | 3 | 4 | 3 |
| 36 | Responden 36 | 2 | 4 | 3 | 1 | 5 | 3 | 2 |

3 Try Out Kecenderungan Kecanduan Internet

| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|---|---|----|----|----|----|----|----|----|
| 2 | 4 | 1 | 2 | 4 | 4 | 3 | 3 | 4 |
| 4 | 2 | 5 | 2 | 5 | 3 | 4 | 2 | 3 |
| 4 | 2 | 4 | 2 | 4 | 4 | 4 | 4 | 4 |
| 4 | 3 | 2 | 3 | 5 | 3 | 5 | 5 | 2 |
| 3 | 3 | 5 | 1 | 4 | 1 | 3 | 3 | 2 |
| 4 | 4 | 1 | 1 | 4 | 4 | 4 | 2 | 5 |
| 3 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 3 |
| 1 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| 3 | 2 | 3 | 4 | 4 | 3 | 4 | 4 | 4 |
| 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| 2 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| 2 | 4 | 5 | 3 | 2 | 4 | 4 | 4 | 2 |
| 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 |
| 4 | 4 | 5 | 1 | 3 | 3 | 2 | 2 | 1 |
| 5 | 3 | 2 | 1 | 5 | 2 | 2 | 5 | 1 |
| 4 | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 4 |
| 4 | 3 | 2 | 2 | 4 | 1 | 3 | 2 | 3 |
| 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 |
| 3 | 4 | 1 | 2 | 5 | 3 | 5 | 4 | 4 |
| 3 | 4 | 2 | 2 | 3 | 2 | 3 | 3 | 3 |
| 4 | 3 | 4 | 1 | 2 | 4 | 2 | 3 | 2 |
| 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 |
| 3 | 3 | 2 | 1 | 3 | 2 | 4 | 4 | 2 |
| 3 | 4 | 1 | 1 | 1 | 1 | 3 | 3 | 3 |
| 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| 3 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 4 |
| 4 | 3 | 3 | 1 | 4 | 2 | 3 | 4 | 3 |
| 4 | 2 | 2 | 1 | 4 | 2 | 4 | 1 | 2 |
| 3 | 4 | 2 | 1 | 2 | 1 | 2 | 2 | 1 |
| 3 | 4 | 3 | 3 | 4 | 3 | 5 | 4 | 4 |
| 3 | 3 | 1 | 1 | 3 | 1 | 2 | 4 | 4 |
| 5 | 3 | 4 | 2 | 5 | 3 | 5 | 5 | 5 |
| 2 | 4 | 2 | 1 | 3 | 3 | 3 | 4 | 4 |
| 2 | 3 | 4 | 2 | 4 | 2 | 2 | 3 | 3 |
| 3 | 2 | 2 | 2 | 4 | 3 | 2 | 3 | 2 |
| 5 | 4 | 4 | 2 | 4 | 2 | 4 | 3 | 3 |

| 17 | 18 | 19 | 20 |
|----|----|----|----|
| 2 | 1 | 1 | |
| 3 | 1 | 1 | |
| 2 | 2 | 2 | |
| 4 | 2 | 2 | |
| 1 | 2 | 2 | |
| 2 | 4 | 4 | |
| 3 | 1 | 1 | |
| 2 | 1 | 1 | |
| 2 | 3 | 3 | |
| 4 | 3 | 3 | |
| 2 | 3 | 3 | |
| 2 | 4 | 4 | |
| 1 | 2 | 2 | |
| 1 | 5 | 5 | |
| 2 | 2 | 2 | |
| 2 | 5 | 5 | |
| 3 | 4 | 4 | |
| 4 | 4 | 4 | |
| 4 | 1 | 1 | |
| 3 | 2 | 2 | |
| 2 | 3 | 3 | |
| 4 | 4 | 4 | |
| 3 | 3 | 3 | |
| 3 | 3 | 3 | |
| 1 | 3 | 3 | |
| 2 | 1 | 1 | |
| 3 | 3 | 3 | |
| 4 | 1 | 1 | |
| 3 | 1 | 1 | |
| 4 | 2 | 2 | |
| 2 | 2 | 2 | |
| 1 | 3 | 3 | |
| 2 | 1 | 1 | |
| 2 | 3 | 3 | |
| 2 | 2 | 1 | |
| 4 | 2 | 2 | |



| No | Responden | 1 | 2 | 3 | 4 | 5 | 6 |
|----|--------------|---|---|---|---|---|---|
| 1 | Responden 1 | 3 | 4 | 3 | 4 | 4 | 5 |
| 2 | Responden 2 | 4 | 3 | 2 | 3 | 2 | 4 |
| 3 | Responden 3 | 3 | 3 | 4 | 3 | 4 | 3 |
| 4 | Responden 4 | 2 | 1 | 2 | 5 | 2 | 3 |
| 5 | Responden 5 | 2 | 3 | 3 | 3 | 3 | 3 |
| 6 | Responden 6 | 4 | 3 | 3 | 5 | 1 | 5 |
| 7 | Responden 7 | 5 | 2 | 5 | 5 | 5 | 5 |
| 8 | Responden 8 | 3 | 3 | 4 | 4 | 4 | 5 |
| 9 | Responden 9 | 4 | 3 | 5 | 4 | 2 | 4 |
| 10 | Responden 10 | 5 | 3 | 3 | 3 | 2 | 3 |
| 11 | Responden 11 | 5 | 3 | 2 | 4 | 3 | 4 |
| 12 | Responden 12 | 4 | 3 | 3 | 5 | 4 | 5 |
| 13 | Responden 13 | 4 | 5 | 4 | 5 | 5 | 5 |
| 14 | Responden 14 | 3 | 4 | 3 | 4 | 5 | 3 |
| 15 | Responden 15 | 4 | 4 | 3 | 4 | 3 | 4 |
| 16 | Responden 16 | 3 | 2 | 3 | 4 | 5 | 5 |
| 17 | Responden 17 | 3 | 2 | 3 | 3 | 2 | 3 |
| 18 | Responden 18 | 4 | 3 | 3 | 4 | 4 | 5 |
| 19 | Responden 19 | 4 | 3 | 2 | 3 | 2 | 2 |
| 20 | Responden 20 | 2 | 3 | 3 | 4 | 4 | 4 |
| 21 | Responden 21 | 3 | 4 | 3 | 4 | 4 | 4 |
| 22 | Responden 22 | 3 | 3 | 3 | 3 | 3 | 3 |
| 23 | Responden 23 | 3 | 3 | 3 | 4 | 3 | 4 |
| 24 | Responden 24 | 3 | 3 | 3 | 4 | 4 | 5 |
| 25 | Responden 25 | 4 | 1 | 4 | 4 | 2 | 4 |
| 26 | Responden 26 | 4 | 4 | 4 | 5 | 1 | 5 |
| 27 | Responden 27 | 3 | 2 | 2 | 4 | 3 | 3 |
| 28 | Responden 28 | 3 | 4 | 4 | 5 | 4 | 4 |
| 29 | Responden 29 | 5 | 1 | 4 | 5 | 5 | 4 |
| 30 | Responden 30 | 4 | 2 | 3 | 3 | 2 | 5 |
| 31 | Responden 31 | 3 | 3 | 3 | 4 | 3 | 5 |
| 32 | Responden 32 | 3 | 1 | 2 | 5 | 4 | 5 |
| 33 | Responden 33 | 3 | 2 | 3 | 5 | 4 | 5 |
| 34 | Responden 34 | 5 | 3 | 4 | 5 | 4 | 5 |
| 35 | Responden 35 | 3 | 4 | 4 | 3 | 2 | 3 |
| 36 | Responden 36 | 2 | 3 | 2 | 5 | 4 | 5 |

| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|----|----|----|----|----|----|
| 4 | 5 | 4 | 3 | 5 | 4 | 4 | 3 | 3 |
| 4 | 1 | 3 | 2 | 4 | 3 | 4 | 1 | 2 |
| 4 | 3 | 1 | 3 | 4 | 3 | 4 | 3 | 3 |
| 3 | 3 | 1 | 4 | 5 | 3 | 1 | 2 | 5 |
| 3 | 3 | 3 | 4 | 5 | 2 | 3 | 3 | 4 |
| 4 | 2 | 4 | 4 | 1 | 1 | 5 | 3 | 4 |
| 4 | 4 | 5 | 5 | 2 | 1 | 5 | 5 | 3 |
| 5 | 4 | 2 | 4 | 2 | 3 | 5 | 4 | 3 |
| 4 | 4 | 5 | 3 | 4 | 2 | 3 | 4 | 4 |
| 4 | 1 | 2 | 3 | 3 | 2 | 4 | 2 | 3 |
| 2 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 5 |
| 4 | 3 | 2 | 2 | 1 | 1 | 5 | 3 | 4 |
| 5 | 5 | 3 | 3 | 3 | 2 | 5 | 5 | 5 |
| 4 | 4 | 2 | 2 | 1 | 2 | 2 | 4 | 4 |
| 5 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 |
| 4 | 2 | 2 | 4 | 3 | 2 | 2 | 3 | 3 |
| 4 | 3 | 2 | 2 | 2 | 1 | 3 | 1 | 4 |
| 4 | 2 | 4 | 3 | 4 | 2 | 4 | 3 | 5 |
| 2 | 1 | 2 | 2 | 3 | 2 | 4 | 4 | 2 |
| 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| 3 | 4 | 2 | 3 | 4 | 3 | 4 | 3 | 3 |
| 3 | 3 | 3 | 2 | 2 | 2 | 4 | 3 | 3 |
| 3 | 4 | 3 | 3 | 4 | 2 | 4 | 3 | 3 |
| 3 | 4 | 3 | 3 | 4 | 1 | 4 | 3 | 3 |
| 2 | 4 | 4 | 2 | 4 | 5 | 2 | 3 | 4 |
| 4 | 5 | 5 | 4 | 5 | 2 | 5 | 5 | 5 |
| 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 | 3 |
| 4 | 4 | 2 | 2 | 2 | 2 | 5 | 2 | 2 |
| 3 | 4 | 1 | 2 | 1 | 4 | 4 | 1 | 3 |
| 4 | 3 | 2 | 2 | 2 | 2 | 4 | 1 | 5 |
| 3 | 5 | 2 | 3 | 3 | 4 | 4 | 3 | 4 |
| 3 | 5 | 5 | 4 | 5 | 1 | 5 | 3 | 5 |
| 3 | 4 | 3 | 2 | 3 | 1 | 5 | 3 | 4 |
| 3 | 4 | 3 | 3 | 2 | 2 | 4 | 3 | 3 |
| 4 | 3 | 4 | 4 | 2 | 2 | 3 | 3 | 3 |
| 2 | 3 | 3 | 2 | 3 | 2 | 4 | 4 | 3 |

Data Try Out Kontrol Diri

| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|----|----|----|----|----|----|----|----|----|
| 2 | 1 | 3 | 4 | 3 | 5 | 4 | 2 | 3 |
| 4 | 2 | 2 | 2 | 2 | 4 | 1 | 5 | 2 |
| 4 | 1 | 3 | 2 | 2 | 4 | 1 | 5 | 3 |
| 4 | 1 | 2 | 3 | 2 | 4 | 3 | 5 | 2 |
| 2 | 4 | 3 | 3 | 3 | 5 | 1 | 2 | 5 |
| 3 | 1 | 4 | 1 | 3 | 4 | 3 | 3 | 4 |
| 1 | 1 | 5 | 1 | 1 | 5 | 3 | 1 | 5 |
| 3 | 1 | 4 | 2 | 4 | 5 | 3 | 5 | 3 |
| 2 | 2 | 3 | 2 | 3 | 4 | 2 | 3 | 3 |
| 3 | 4 | 4 | 3 | 3 | 5 | 3 | 3 | 4 |
| 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 3 |
| 2 | 1 | 4 | 3 | 5 | 5 | 3 | 4 | 4 |
| 3 | 1 | 5 | 2 | 4 | 4 | 4 | 4 | 4 |
| 2 | 1 | 5 | 1 | 3 | 3 | 4 | 1 | 5 |
| 1 | 2 | 3 | 2 | 3 | 4 | 2 | 1 | 4 |
| 1 | 1 | 4 | 1 | 3 | 4 | 4 | 5 | 1 |
| 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| 3 | 1 | 4 | 1 | 2 | 4 | 4 | 3 | 4 |
| 2 | 2 | 4 | 2 | 3 | 5 | 1 | 1 | 4 |
| 2 | 2 | 3 | 3 | 2 | 4 | 4 | 2 | 4 |
| 2 | 2 | 3 | 2 | 4 | 4 | 3 | 2 | 3 |
| 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| 3 | 2 | 3 | 2 | 4 | 4 | 3 | 3 | 4 |
| 5 | 2 | 3 | 2 | 4 | 3 | 3 | 3 | 4 |
| 5 | 4 | 5 | 1 | 4 | 5 | 2 | 1 | 5 |
| 2 | 2 | 4 | 4 | 4 | 5 | 4 | 2 | 4 |
| 4 | 2 | 4 | 2 | 4 | 4 | 4 | 4 | 4 |
| 3 | 1 | 4 | 2 | 1 | 4 | 2 | 4 | 4 |
| 3 | 4 | 5 | 3 | 4 | 5 | 3 | 4 | 4 |
| 2 | 2 | 4 | 1 | 2 | 4 | 4 | 4 | 4 |
| 4 | 1 | 3 | 2 | 2 | 4 | 3 | 2 | 3 |
| 3 | 1 | 5 | 5 | 3 | 5 | 5 | 1 | 5 |
| 3 | 1 | 3 | 1 | 3 | 5 | 3 | 3 | 4 |
| 3 | 2 | 3 | 3 | 3 | 4 | 3 | 2 | 3 |
| 2 | 3 | 4 | 2 | 3 | 5 | 2 | 4 | 5 |
| 2 | 2 | 5 | 3 | 2 | 4 | 4 | 1 | 5 |

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 2 | 5 | 5 | 2 | 3 | 2 | 2 | 3 | 5 |
| 3 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 1 |
| 4 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | 4 |
| 1 | 2 | 2 | 3 | 3 | 5 | 1 | 1 | 3 |
| 2 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 |
| 5 | 3 | 3 | 4 | 2 | 4 | 4 | 3 | 2 |
| 4 | 5 | 5 | 1 | 3 | 3 | 3 | 3 | 3 |
| 4 | 3 | 4 | 3 | 3 | 4 | 3 | 5 | 1 |
| 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 |
| 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 |
| 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 |
| 5 | 3 | 3 | 4 | 3 | 4 | 4 | 5 | 4 |
| 3 | 3 | 3 | 4 | 4 | 4 | 5 | 4 | 5 |
| 3 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 3 |
| 3 | 3 | 4 | 2 | 3 | 3 | 4 | 4 | 4 |
| 5 | 3 | 4 | 4 | 4 | 1 | 5 | 2 | 3 |
| 4 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| 3 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 4 |
| 3 | 4 | 4 | 2 | 4 | 4 | 2 | 3 | 3 |
| 3 | 4 | 4 | 2 | 2 | 3 | 3 | 4 | 4 |
| 4 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 4 |
| 3 | 4 | 4 | 3 | 2 | 3 | 2 | 3 | 3 |
| 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 |
| 5 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 4 |
| 4 | 1 | 5 | 5 | 4 | 1 | 4 | 5 | 5 |
| 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 |
| 5 | 3 | 3 | 2 | 2 | 4 | 3 | 4 | 2 |
| 1 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 |
| 4 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 3 |
| 4 | 4 | 4 | 4 | 2 | 4 | 4 | 2 | 3 |
| 1 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 |
| 2 | 5 | 4 | 3 | 2 | 5 | 5 | 4 | 2 |
| 4 | 3 | 3 | 4 | 3 | 4 | 5 | 4 | 4 |
| 4 | 2 | 3 | 4 | 3 | 3 | 4 | 3 | 3 |
| 5 | 4 | 5 | 3 | 4 | 5 | 2 | 3 | 3 |
| 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 2 |

| | | |
|----|----|----|
| 34 | 35 | 36 |
| 4 | 5 | 2 |
| 2 | 5 | 2 |
| 4 | 5 | 2 |
| 3 | 5 | 4 |
| 4 | 5 | 2 |
| 3 | 5 | 2 |
| 4 | 5 | 5 |
| 5 | 5 | 5 |
| 3 | 3 | 4 |
| 3 | 5 | 3 |
| 4 | 5 | 2 |
| 5 | 5 | 4 |
| 5 | 5 | 5 |
| 4 | 5 | 4 |
| 5 | 5 | 3 |
| 4 | 5 | 4 |
| 3 | 2 | 3 |
| 4 | 5 | 4 |
| 3 | 5 | 3 |
| 3 | 5 | 4 |
| 4 | 5 | 3 |
| 3 | 5 | 3 |
| 4 | 5 | 3 |
| 4 | 5 | 5 |
| 4 | 5 | 4 |
| 5 | 5 | 4 |
| 3 | 5 | 3 |
| 4 | 5 | 3 |
| 2 | 3 | 3 |
| 4 | 5 | 4 |
| 4 | 5 | 3 |
| 3 | 5 | 2 |
| 4 | 5 | 4 |
| 4 | 5 | 3 |
| 4 | 5 | 5 |
| 3 | 5 | 3 |



| No | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------------|---|---|---|---|---|---|---|---|
| 1 Responden 1 | 2 | 3 | 1 | 1 | 2 | 3 | 2 | 1 |
| 2 Responden 2 | 2 | 3 | 1 | 1 | 0 | 1 | 2 | 1 |
| 3 Responden 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 |
| 4 Responden 4 | 3 | 3 | 1 | 1 | 2 | 3 | 3 | 1 |
| 5 Responden 5 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 3 |
| 6 Responden 6 | 2 | 3 | 1 | 1 | 3 | 1 | 3 | 0 |
| 7 Responden 7 | 2 | 2 | 0 | 1 | 3 | 1 | 3 | 1 |
| 8 Responden 8 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 |
| 9 Responden 9 | 3 | 3 | 1 | 1 | 2 | 3 | 3 | 3 |
| 10 Responden 10 | 2 | 3 | 0 | 1 | 3 | 1 | 3 | 0 |
| 11 Responden 11 | 2 | 3 | 0 | 1 | 3 | 3 | 3 | 1 |
| 12 Responden 12 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 |
| 13 Responden 13 | 3 | 3 | 0 | 0 | 2 | 1 | 3 | 1 |
| 14 Responden 14 | 2 | 0 | 1 | 1 | 2 | 3 | 3 | 1 |
| 15 Responden 15 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 |
| 16 Responden 16 | 3 | 3 | 0 | 1 | 2 | 1 | 3 | 3 |
| 17 Responden 17 | 3 | 3 | 1 | 1 | 2 | 3 | 3 | 3 |
| 18 Responden 18 | 3 | 3 | 0 | 1 | 3 | 1 | 2 | 0 |
| 19 Responden 19 | 3 | 3 | 0 | 0 | 2 | 3 | 3 | 3 |
| 20 Responden 20 | 2 | 3 | 1 | 1 | 2 | 3 | 3 | 1 |
| 21 Responden 21 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 |
| 22 Responden 22 | 0 | 3 | 1 | 1 | 3 | 1 | 3 | 3 |
| 23 Responden 23 | 2 | 3 | 1 | 3 | 2 | 1 | 3 | 1 |
| 24 Responden 24 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 0 |
| 25 Responden 25 | 3 | 3 | 1 | 0 | 3 | 3 | 2 | 1 |
| 26 Responden 26 | 3 | 3 | 3 | 1 | 0 | 3 | 2 | 3 |
| 27 Responden 27 | 3 | 3 | 0 | 3 | 3 | 0 | 3 | 0 |
| 28 Responden 28 | 3 | 3 | 0 | 1 | 2 | 3 | 3 | 3 |
| 29 Responden 29 | 2 | 3 | 0 | 0 | 0 | 3 | 3 | 1 |
| 30 Responden 30 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 |
| 31 Responden 31 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 |
| 32 Responden 32 | 3 | 3 | 1 | 0 | 3 | 3 | 2 | 0 |
| 33 Responden 33 | 3 | 3 | 1 | 1 | 2 | 3 | 3 | 1 |
| 34 Responden 34 | 3 | 3 | 1 | 1 | 3 | 1 | 3 | 3 |
| 35 Responden 35 | 2 | 3 | 1 | 1 | 2 | 3 | 3 | 1 |
| 36 Responden 36 | 2 | 2 | 0 | 1 | 3 | 1 | 3 | 1 |

| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---|----|----|----|----|----|----|----|----|
| 2 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | 1 |
| 2 | 1 | 2 | 2 | 1 | 2 | 3 | 3 | 1 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 |
| 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 1 |
| 3 | 1 | 3 | 3 | 1 | 2 | 2 | 1 | 1 |
| 2 | 3 | 3 | 3 | 1 | 0 | 3 | 1 | 1 |
| 2 | 1 | 0 | 2 | 3 | 2 | 2 | 3 | 1 |
| 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
| 2 | 1 | 3 | 2 | 1 | 3 | 2 | 0 | 1 |
| 3 | 3 | 3 | 3 | 0 | 0 | 3 | 1 | 0 |
| 3 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 1 |
| 2 | 0 | 2 | 0 | 3 | 3 | 3 | 3 | 0 |
| 2 | 1 | 2 | 3 | 1 | 3 | 3 | 1 | 1 |
| 3 | 0 | 3 | 3 | 1 | 0 | 2 | 3 | 0 |
| 3 | 1 | 3 | 3 | 3 | 2 | 3 | 3 | 0 |
| 3 | 1 | 3 | 3 | 3 | 2 | 3 | 1 | 3 |
| 2 | 0 | 2 | 2 | 1 | 0 | 3 | 1 | 1 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 0 |
| 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 0 |
| 2 | 3 | 3 | 3 | 1 | 0 | 2 | 3 | 0 |
| 2 | 0 | 3 | 3 | 1 | 2 | 3 | 0 | 0 |
| 0 | 3 | 0 | 3 | 3 | 3 | 3 | 1 | 1 |
| 3 | 0 | 3 | 3 | 1 | 0 | 3 | 3 | 1 |
| 3 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 0 |
| 3 | 0 | 3 | 2 | 1 | 3 | 3 | 0 | 0 |
| 3 | 3 | 3 | 0 | 0 | 0 | 2 | 3 | 1 |
| 3 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 0 |
| 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 0 |
| 3 | 0 | 3 | 2 | 3 | 3 | 3 | 1 | 0 |
| 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 0 |
| 2 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 1 |
| 2 | 3 | 3 | 3 | 1 | 2 | 2 | 3 | 0 |
| 2 | 0 | 3 | 2 | 3 | 3 | 3 | 3 | 0 |
| 3 | 1 | 3 | 3 | 1 | 2 | 2 | 3 | 0 |
| 2 | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 1 |

Data Try Out Komunikasi Interpersonal

| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|----|----|----|----|----|----|----|----|----|
| 3 | 3 | 2 | 3 | 1 | 3 | 3 | 3 | 2 |
| 1 | 2 | 3 | 1 | 1 | 2 | 3 | 3 | 3 |
| 3 | 3 | 3 | 0 | 3 | 2 | 3 | 3 | 0 |
| 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 2 |
| 1 | 2 | 2 | 0 | 1 | 2 | 1 | 1 | 2 |
| 3 | 3 | 2 | 0 | 0 | 2 | 3 | 1 | 3 |
| 1 | 3 | 3 | 1 | 1 | 3 | 3 | 3 | 3 |
| 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| 1 | 2 | 2 | 0 | 1 | 0 | 1 | 3 | 3 |
| 0 | 2 | 2 | 0 | 1 | 0 | 1 | 0 | 3 |
| 1 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 |
| 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 |
| 1 | 2 | 2 | 3 | 1 | 2 | 1 | 3 | 2 |
| 0 | 3 | 2 | 0 | 1 | 2 | 3 | 0 | 3 |
| 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 |
| 1 | 3 | 3 | 3 | 1 | 2 | 1 | 3 | 2 |
| 1 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 |
| 1 | 2 | 3 | 0 | 0 | 3 | 1 | 1 | 3 |
| 3 | 3 | 3 | 1 | 3 | 0 | 3 | 1 | 3 |
| 1 | 2 | 2 | 1 | 0 | 2 | 3 | 0 | 2 |
| 1 | 2 | 2 | 0 | 3 | 3 | 3 | 0 | 3 |
| 3 | 3 | 2 | 1 | 3 | 3 | 1 | 3 | 0 |
| 1 | 2 | 2 | 0 | 1 | 3 | 3 | 0 | 3 |
| 1 | 2 | 3 | 0 | 3 | 3 | 3 | 3 | 3 |
| 1 | 3 | 3 | 3 | 1 | 2 | 3 | 1 | 2 |
| 3 | 3 | 2 | 3 | 1 | 0 | 0 | 1 | 0 |
| 0 | 3 | 3 | 0 | 1 | 3 | 3 | 1 | 2 |
| 3 | 2 | 2 | 1 | 1 | 3 | 3 | 3 | 3 |
| 3 | 3 | 2 | 1 | 1 | 3 | 3 | 0 | 3 |
| 0 | 3 | 3 | 3 | 0 | 3 | 3 | 0 | 3 |
| 3 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 2 |
| 1 | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 2 |
| 1 | 2 | 2 | 1 | 0 | 2 | 3 | 0 | 2 |
| 3 | 3 | 2 | 3 | 1 | 3 | 3 | 3 | 3 |
| 1 | 3 | 2 | 0 | 1 | 2 | 3 | 0 | 3 |
| 1 | 3 | 3 | 1 | 1 | 3 | 3 | 3 | 3 |

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 0 | 0 | 2 | 0 | 3 | 2 | 3 | 1 | 2 |
| 0 | 0 | 2 | 1 | 3 | 2 | 1 | 3 | 2 |
| 1 | 3 | 3 | 0 | 3 | 3 | 1 | 3 | 2 |
| 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 |
| 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 |
| 1 | 0 | 2 | 0 | 3 | 2 | 1 | 3 | 2 |
| 3 | 1 | 2 | 1 | 3 | 3 | 1 | 1 | 2 |
| 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 |
| 1 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 |
| 1 | 1 | 3 | 0 | 3 | 2 | 3 | 1 | 3 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 3 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 3 |
| 1 | 1 | 3 | 1 | 3 | 2 | 1 | 1 | 2 |
| 0 | 3 | 3 | 0 | 3 | 3 | 3 | 0 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 1 | 3 | 2 | 1 | 3 | 2 | 3 | 1 | 3 |
| 3 | 1 | 2 | 3 | 3 | 3 | 3 | 1 | 3 |
| 0 | 1 | 3 | 0 | 3 | 2 | 3 | 1 | 3 |
| 3 | 1 | 3 | 1 | 2 | 3 | 3 | 1 | 2 |
| 0 | 0 | 3 | 0 | 3 | 3 | 3 | 1 | 2 |
| 3 | 0 | 3 | 3 | 3 | 3 | 3 | 1 | 3 |
| 3 | 3 | 3 | 0 | 3 | 2 | 3 | 3 | 3 |
| 1 | 0 | 2 | 1 | 3 | 2 | 1 | 3 | 2 |
| 3 | 0 | 3 | 0 | 3 | 3 | 3 | 3 | 0 |
| 3 | 0 | 2 | 0 | 2 | 2 | 3 | 0 | 3 |
| 1 | 0 | 2 | 1 | 2 | 2 | 3 | 1 | 3 |
| 1 | 0 | 2 | 3 | 3 | 2 | 1 | 1 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| 3 | 0 | 2 | 1 | 3 | 3 | 1 | 1 | 3 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 |
| 0 | 0 | 3 | 0 | 3 | 3 | 3 | 1 | 2 |
| 3 | 0 | 3 | 1 | 3 | 3 | 3 | 3 | 3 |
| 3 | 3 | 3 | 1 | 3 | 3 | 3 | 0 | 2 |
| 3 | 1 | 2 | 1 | 3 | 3 | 1 | 1 | 2 |

| | | | | |
|----|----|----|----|----|
| 36 | 37 | 38 | 39 | 40 |
| 3 | 1 | 3 | 0 | 3 |
| 3 | 1 | 2 | 3 | 3 |
| 2 | 3 | 2 | 1 | 3 |
| 0 | 1 | 2 | 0 | 3 |
| 2 | 1 | 2 | 1 | 2 |
| 3 | 0 | 2 | 3 | 3 |
| 3 | 3 | 2 | 3 | 3 |
| 2 | 1 | 2 | 1 | 2 |
| 3 | 1 | 2 | 1 | 3 |
| 3 | 0 | 2 | 1 | 3 |
| 3 | 1 | 2 | 1 | 3 |
| 3 | 0 | 0 | 1 | 3 |
| 3 | 3 | 2 | 1 | 3 |
| 3 | 3 | 2 | 0 | 2 |
| 3 | 0 | 2 | 3 | 3 |
| 3 | 1 | 2 | 1 | 3 |
| 2 | 3 | 2 | 0 | 3 |
| 2 | 1 | 2 | 1 | 3 |
| 2 | 3 | 2 | 3 | 3 |
| 2 | 1 | 2 | 1 | 3 |
| 3 | 3 | 2 | 0 | 3 |
| 3 | 3 | 2 | 1 | 3 |
| 0 | 3 | 2 | 3 | 3 |
| 3 | 3 | 2 | 3 | 3 |
| 3 | 1 | 2 | 0 | 2 |
| 2 | 3 | 2 | 3 | 3 |
| 3 | 0 | 2 | 1 | 2 |
| 2 | 3 | 2 | 1 | 3 |
| 3 | 0 | 2 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 3 | 3 | 1 | 3 |
| 2 | 1 | 2 | 1 | 2 |
| 2 | 1 | 2 | 1 | 3 |
| 3 | 0 | 0 | 1 | 3 |
| 3 | 3 | 2 | 1 | 2 |
| 2 | 3 | 2 | 1 | 3 |

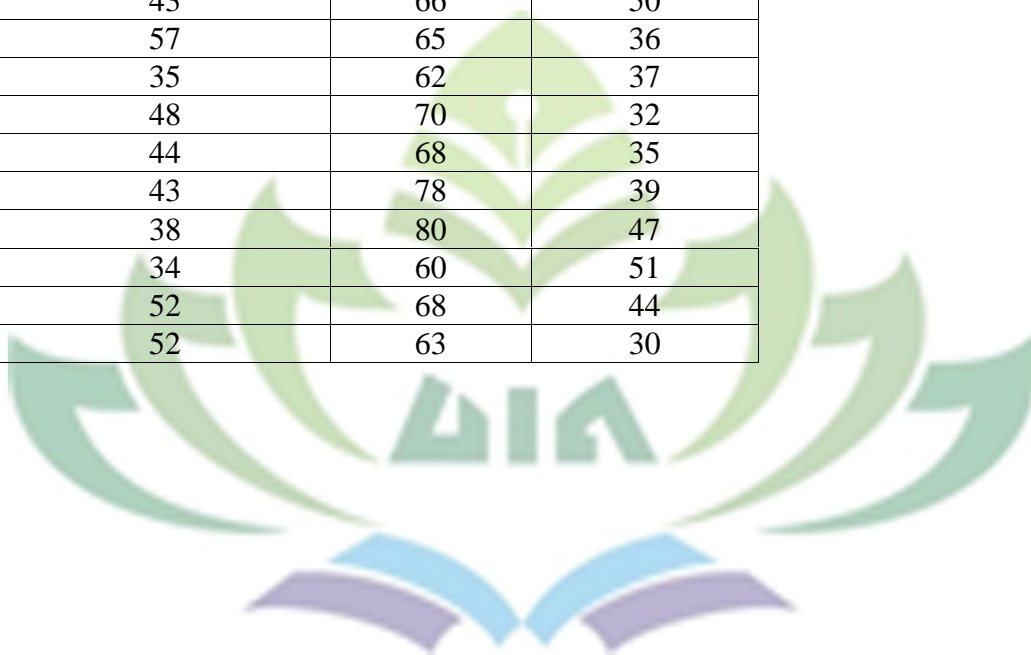
Data Variabel Penelitian

| No. | Kecenderungan Kecanduan Internet | Kontrol Diri | Komunikasi Interpersonal |
|-----|-------------------------------------|--------------|-----------------------------|
| 1. | 41 | 84 | 33 |
| 2. | 54 | 76 | 42 |
| 3. | 55 | 62 | 33 |
| 4. | 52 | 81 | 48 |
| 5. | 61 | 77 | 48 |
| 6. | 61 | 72 | 50 |
| 7. | 58 | 61 | 29 |
| 8. | 53 | 69 | 32 |
| 9. | 56 | 74 | 26 |
| 10. | 55 | 63 | 45 |
| 11. | 50 | 70 | 36 |
| 12. | 57 | 75 | 37 |
| 13. | 47 | 74 | 28 |
| 14. | 44 | 71 | 44 |
| 15. | 48 | 74 | 45 |
| 16. | 56 | 80 | 45 |
| 17. | 37 | 69 | 43 |
| 18. | 46 | 60 | 29 |
| 19. | 62 | 60 | 23 |
| 20. | 48 | 70 | 43 |
| 21. | 40 | 80 | 51 |
| 22. | 32 | 50 | 20 |
| 23. | 41 | 70 | 32 |
| 24. | 53 | 68 | 40 |
| 25. | 45 | 68 | 37 |
| 26. | 57 | 62. | 37 |
| 27. | 55 | 74 | 29 |
| 28. | 63 | 67 | 40 |
| 29. | 52 | 76 | 30 |
| 30. | 54 | 66 | 41 |
| 31. | 45 | 79 | 32 |
| 32. | 54 | 72 | 45 |
| 33. | 49 | 76 | 42 |
| 34. | 41 | 70 | 34 |
| 35. | 63 | 70 | 35 |
| 36. | 55 | 84 | 53 |
| 37. | 44 | 77 | 53 |
| 38. | 59 | 72 | 47 |
| 39. | 47 | 72 | 48 |
| 40. | 49 | 79 | 43 |
| 41. | 55 | 77 | 39 |

| | | | |
|-----|----|----|----|
| 42. | 51 | 64 | 33 |
| 43. | 53 | 79 | 35 |
| 44. | 55 | 66 | 41 |
| 45. | 52 | 74 | 33 |
| 46. | 58 | 62 | 45 |
| 47. | 47 | 67 | 41 |
| 48. | 63 | 71 | 37 |
| 49. | 44 | 69 | 50 |
| 50. | 50 | 78 | 41 |
| 51. | 56 | 72 | 38 |
| 52. | 55 | 56 | 43 |
| 53. | 62 | 68 | 38 |
| 54. | 34 | 71 | 33 |
| 55. | 60 | 55 | 39 |
| 56. | 47 | 67 | 25 |
| 57. | 29 | 72 | 41 |
| 58. | 32 | 75 | 39 |
| 59. | 48 | 74 | 39 |
| 60. | 64 | 60 | 43 |
| 61. | 61 | 60 | 47 |
| 62. | 57 | 60 | 43 |
| 63. | 48 | 72 | 33 |
| 64. | 55 | 52 | 28 |
| 65. | 53 | 57 | 39 |
| 66. | 55 | 66 | 43 |
| 67. | 57 | 54 | 42 |
| 68. | 53 | 72 | 42 |
| 69. | 63 | 70 | 34 |
| 70. | 50 | 71 | 42 |
| 71. | 54 | 65 | 35 |
| 72. | 55 | 56 | 39 |
| 73. | 58 | 68 | 43 |
| 74. | 43 | 72 | 42 |
| 75. | 64 | 59 | 46 |
| 76. | 65 | 83 | 45 |
| 77. | 51 | 58 | 34 |
| 78. | 67 | 79 | 48 |
| 79. | 34 | 67 | 42 |
| 80. | 54 | 68 | 32 |
| 81. | 51 | 78 | 30 |
| 82. | 55 | 75 | 41 |
| 83. | 65 | 50 | 24 |
| 84. | 48 | 80 | 36 |
| 85. | 57 | 68 | 36 |
| 86. | 50 | 69 | 44 |

| | | | |
|------|----|----|----|
| 87. | 43 | 74 | 40 |
| 88. | 58 | 80 | 42 |
| 89. | 60 | 45 | 33 |
| 90. | 44 | 71 | 47 |
| 91. | 63 | 67 | 28 |
| 92. | 50 | 67 | 43 |
| 93. | 65 | 60 | 24 |
| 94. | 40 | 65 | 33 |
| 95. | 71 | 60 | 22 |
| 96. | 58 | 77 | 39 |
| 97. | 61 | 74 | 43 |
| 98. | 64 | 68 | 31 |
| 99. | 66 | 63 | 36 |
| 100. | 66 | 58 | 48 |
| 101. | 43 | 86 | 54 |
| 102. | 56 | 81 | 47 |
| 103. | 59 | 74 | 45 |
| 104. | 51 | 68 | 27 |
| 105. | 49 | 79 | 37 |
| 106. | 56 | 71 | 33 |
| 107. | 66 | 54 | 35 |
| 108. | 47 | 67 | 44 |
| 109. | 65 | 61 | 47 |
| 110. | 49 | 63 | 41 |
| 111. | 51 | 71 | 48 |
| 112. | 65 | 57 | 38 |
| 113. | 46 | 72 | 46 |
| 114. | 47 | 62 | 34 |
| 115. | 52 | 81 | 41 |
| 116. | 36 | 77 | 51 |
| 117. | 42 | 69 | 29 |
| 118. | 48 | 85 | 54 |
| 119. | 64 | 76 | 36 |
| 120. | 68 | 66 | 48 |
| 121. | 54 | 55 | 43 |
| 122. | 34 | 73 | 50 |
| 123. | 45 | 82 | 42 |
| 124. | 56 | 64 | 47 |
| 125. | 49 | 71 | 37 |
| 126. | 49 | 72 | 35 |
| 127. | 62 | 55 | 38 |
| 128. | 41 | 69 | 48 |
| 129. | 59 | 50 | 33 |
| 130. | 44 | 52 | 40 |
| 131. | 47 | 64 | 44 |

| | | | |
|------|----|----|----|
| 132. | 51 | 69 | 46 |
| 133. | 41 | 71 | 48 |
| 134. | 44 | 78 | 39 |
| 135. | 45 | 58 | 30 |
| 136. | 48 | 66 | 38 |
| 137. | 58 | 60 | 36 |
| 138. | 41 | 76 | 44 |
| 139. | 48 | 70 | 41 |
| 140. | 35 | 76 | 35 |
| 141. | 51 | 74 | 45 |
| 142. | 60 | 74 | 48 |
| 143. | 49 | 67 | 28 |
| 144. | 35 | 77 | 46 |
| 145. | 43 | 66 | 50 |
| 146. | 57 | 65 | 36 |
| 147. | 35 | 62 | 37 |
| 148. | 48 | 70 | 32 |
| 149. | 44 | 68 | 35 |
| 150. | 43 | 78 | 39 |
| 151. | 38 | 80 | 47 |
| 152. | 34 | 60 | 51 |
| 153. | 52 | 68 | 44 |
| 154. | 52 | 63 | 30 |



Reliabilitas Skala Kecenderungan Kecanduan Internet

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 36 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 36 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .839 | 20 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| VAR00001 | 53.0000 | 107.600 | .332 | .835 |
| VAR00002 | 53.7500 | 106.421 | .214 | .843 |
| VAR00003 | 53.1389 | 107.094 | .246 | .840 |
| VAR00004 | 53.5000 | 101.171 | .533 | .826 |
| VAR00005 | 53.8611 | 104.809 | .471 | .830 |
| VAR00006 | 52.1389 | 107.952 | .283 | .837 |
| VAR00007 | 53.2500 | 105.450 | .398 | .832 |
| VAR00008 | 53.3333 | 108.514 | .224 | .839 |
| VAR00009 | 52.7778 | 104.406 | .425 | .831 |
| VAR00010 | 52.8056 | 106.161 | .419 | .832 |
| VAR00011 | 53.1944 | 103.761 | .324 | .837 |
| VAR00012 | 54.1389 | 100.523 | .666 | .821 |
| VAR00013 | 52.5278 | 100.999 | .513 | .827 |
| VAR00014 | 53.3333 | 105.486 | .387 | .833 |
| VAR00015 | 52.7778 | 98.806 | .654 | .820 |
| VAR00016 | 52.8611 | 99.666 | .594 | .823 |
| VAR00017 | 53.0556 | 100.511 | .529 | .826 |
| VAR00018 | 53.4722 | 105.571 | .376 | .833 |
| VAR00019 | 53.5278 | 102.885 | .417 | .831 |
| VAR00020 | 53.5556 | 102.597 | .419 | .831 |

Reliabilitas Skala Kontrol Diri

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 36 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 36 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .772 | 36 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| VAR00001 | 115.5000 | 130.429 | .175 | .771 |
| VAR00002 | 116.1111 | 130.959 | .129 | .773 |
| VAR00003 | 115.8056 | 127.075 | .382 | .763 |
| VAR00004 | 114.8889 | 125.473 | .501 | .759 |
| VAR00005 | 115.6944 | 128.447 | .187 | .771 |
| VAR00006 | 114.8333 | 123.457 | .523 | .756 |
| VAR00007 | 115.4444 | 131.111 | .159 | .771 |
| VAR00008 | 115.5556 | 119.511 | .563 | .751 |
| VAR00009 | 116.1111 | 123.759 | .387 | .761 |
| VAR00010 | 116.0000 | 129.486 | .235 | .768 |
| VAR00011 | 115.9444 | 134.168 | -.035 | .784 |
| VAR00012 | 116.7222 | 136.378 | -.115 | .783 |
| VAR00013 | 115.1111 | 126.159 | .341 | .764 |
| VAR00014 | 115.9444 | 121.940 | .516 | .755 |
| VAR00015 | 115.3889 | 127.330 | .321 | .765 |
| VAR00016 | 116.2500 | 137.679 | -.169 | .786 |
| VAR00017 | 117.1389 | 136.980 | -.143 | .784 |
| VAR00018 | 115.2778 | 124.035 | .522 | .757 |
| VAR00019 | 116.6944 | 133.875 | -.005 | .779 |
| VAR00020 | 116.0278 | 125.171 | .420 | .761 |
| VAR00021 | 114.7500 | 128.193 | .367 | .764 |

| | | | | |
|----------|----------|---------|-------|------|
| VAR00022 | 116.0000 | 125.200 | .381 | .762 |
| VAR00023 | 116.0833 | 141.964 | -.285 | .799 |
| VAR00024 | 115.2500 | 125.964 | .371 | .763 |
| VAR00025 | 115.5278 | 128.771 | .175 | .772 |
| VAR00026 | 115.6389 | 126.466 | .295 | .766 |
| VAR00027 | 115.3333 | 126.114 | .403 | .762 |
| VAR00028 | 115.7500 | 127.793 | .288 | .766 |
| VAR00029 | 115.9167 | 125.964 | .435 | .761 |
| VAR00030 | 115.5278 | 132.142 | .078 | .775 |
| VAR00031 | 115.5278 | 122.942 | .487 | .757 |
| VAR00032 | 115.5556 | 120.997 | .601 | .752 |
| VAR00033 | 115.7222 | 125.749 | .357 | .763 |
| VAR00034 | 115.2500 | 124.364 | .561 | .757 |
| VAR00035 | 114.1667 | 132.029 | .146 | .771 |
| VAR00036 | 115.5833 | 125.736 | .372 | .762 |



Reliabilitas Skala Komunikasi Interpersonal

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 36 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 36 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .757 | 40 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| VAR00001 | 78.4167 | 123.507 | .242 | .752 |
| VAR00002 | 78.1111 | 123.530 | .280 | .751 |
| VAR00003 | 80.0556 | 124.511 | .106 | .757 |
| VAR00004 | 79.8056 | 124.161 | .134 | .756 |
| VAR00005 | 78.6111 | 122.987 | .196 | .753 |
| VAR00006 | 78.7222 | 119.006 | .326 | .747 |
| VAR00007 | 78.1389 | 122.923 | .465 | .749 |
| VAR00008 | 79.2500 | 113.964 | .472 | .738 |
| VAR00009 | 78.4722 | 127.171 | -.010 | .760 |
| VAR00010 | 79.5833 | 132.250 | -.227 | .778 |
| VAR00011 | 78.3889 | 129.159 | -.124 | .767 |
| VAR00012 | 78.3889 | 126.130 | .041 | .759 |
| VAR00013 | 78.9722 | 111.913 | .620 | .731 |
| VAR00014 | 78.8056 | 116.847 | .377 | .744 |
| VAR00015 | 78.2222 | 122.349 | .472 | .748 |
| VAR00016 | 79.0556 | 123.597 | .103 | .759 |
| VAR00017 | 80.2222 | 125.606 | .058 | .759 |
| VAR00018 | 79.3611 | 117.494 | .375 | .745 |
| VAR00019 | 78.3056 | 122.504 | .430 | .748 |
| VAR00020 | 78.4444 | 121.625 | .499 | .746 |
| VAR00021 | 79.6667 | 122.057 | .139 | .758 |
| VAR00022 | 79.6111 | 118.359 | .381 | .745 |

| | | | | |
|----------|---------|---------|-------|------|
| VAR00023 | 78.6667 | 121.314 | .255 | .751 |
| VAR00024 | 78.5000 | 118.600 | .376 | .745 |
| VAR00025 | 79.2222 | 114.578 | .400 | .742 |
| VAR00026 | 78.5000 | 126.943 | -.013 | .762 |
| VAR00027 | 79.1389 | 113.094 | .495 | .737 |
| VAR00028 | 79.6667 | 115.886 | .371 | .744 |
| VAR00029 | 78.3333 | 122.229 | .450 | .748 |
| VAR00030 | 79.7778 | 116.178 | .425 | .742 |
| VAR00031 | 78.0833 | 124.307 | .356 | .752 |
| VAR00032 | 78.3611 | 121.437 | .518 | .746 |
| VAR00033 | 78.6389 | 118.809 | .362 | .746 |
| VAR00034 | 79.1667 | 113.457 | .542 | .735 |
| VAR00035 | 78.5278 | 126.028 | .070 | .757 |
| VAR00036 | 78.4167 | 125.907 | .054 | .759 |
| VAR00037 | 79.3056 | 125.018 | .031 | .765 |
| VAR00038 | 79.0278 | 130.999 | -.276 | .767 |
| VAR00039 | 79.6944 | 126.961 | -.026 | .765 |
| VAR00040 | 78.1111 | 123.130 | .467 | .749 |



a. Uji Normalitas

Uji Normalitas

One-Sample Kolmogorov-Smirnov Test

| | | <u>Y</u> | <u>X1</u> | <u>X2</u> |
|--------------------------------------|-----------------------|--------------|--------------|--------------|
| <u>N</u> | | <u>154</u> | <u>154</u> | <u>154</u> |
| <u>Normal Parameters^a</u> | <u>Mean</u> | <u>51.55</u> | <u>69.08</u> | <u>39.33</u> |
| | <u>Std. Deviation</u> | <u>8.778</u> | <u>8.112</u> | <u>7.222</u> |
| <u>Most Extreme Differences</u> | <u>Absolute</u> | <u>.056</u> | <u>.074</u> | <u>.078</u> |
| | <u>Positive</u> | <u>.035</u> | <u>.037</u> | <u>.044</u> |
| | <u>Negative</u> | <u>-.056</u> | <u>-.074</u> | <u>-.078</u> |
| <u>Kolmogorov-Smirnov Z</u> | | <u>.690</u> | <u>.917</u> | <u>.973</u> |
| <u>Asymp. Sig. (2-tailed)</u> | | <u>.727</u> | <u>.369</u> | <u>.300</u> |

a. Test distribution is Normal.

b. Uji Linieritas

1) Uji Linieritas Kontrol Diri dengan Kecenderungan Kecanduan Internet Pada Mahasiswa

| ANOVA Table | | | | | | | |
|---|----------------|--------------------------|----------------|-----|-------------|--------|------|
| | | | Sum of Squares | Df | Mean Square | F | Sig. |
| Kecenderungan Kecanduan Internet * Kontrol Diri | Between Groups | (Combined) | 2871.719 | 35 | 82.049 | 1.086 | .362 |
| | | Linearity | 893.388 | 1 | 893.388 | 11.820 | .001 |
| | | Deviation from Linearity | 1978.331 | 34 | 58.186 | .770 | .809 |
| | Within Groups | | 8918.463 | 118 | 75.580 | | |
| | Total | | 11790.182 | 153 | | | |

Measures of Association

| | R | R Squared | Eta | Eta Squared |
|---|-------|-----------|------|-------------|
| Kecenderungan_Kecanduan_Internet*Kontrol_Diri | -.275 | .076 | .494 | .244 |

2) Uji Linieritas Komunikasi Interpersonal dengan Kecenderungan Kecanduan Internet Pada Mahasiswa

| ANOVA Table | | | | | | | |
|---|----------------|--------------------------|----------------|-----|-------------|-------|------|
| | | | Sum of Squares | Df | Mean Square | F | Sig. |
| Kecenderungan Kecanduan Internet * Komunikasi Interpersonal | Between Groups | (Combined) | 3608.345 | 31 | 116.398 | 1.736 | .018 |
| | | Linearity | 147.742 | 1 | 147.742 | 2.203 | .140 |
| | | Deviation from Linearity | 3460.603 | 30 | 115.353 | 1.720 | .021 |
| | Within Groups | | 8181.837 | 122 | 67.064 | | |
| | Total | | 11790.182 | 153 | | | |

Measures of Association

| | R | R Squared | Eta | Eta Squared |
|---|-------|-----------|------|-------------|
| Kecenderungan_Kecanduan_Internet*Komunikasi_Interpersonal | -.112 | .013 | .553 | .306 |

Multiple Regression

Descriptive Statistics

| | Mean | Std. Deviation | N |
|----------------------------------|-------|----------------|-----|
| Kecenderungan Kecanduan Internet | 51.55 | 8.778 | 154 |
| Kontrol Diri | 69.08 | 8.112 | 154 |
| Komunikasi Interpersonal | 39.33 | 7.222 | 154 |

Correlations

| | | Kecenderungan Kecanduan Internet | Kontrol Diri | Komunikasi Interpersonal |
|---------------------|----------------------------------|--|--------------|-----------------------------|
| Pearson Correlation | Kecenderungan Kecanduan Internet | 1.000 | -.275 | -.112 |
| | Kontrol Diri | -.275 | 1.000 | .308 |
| | Komunikasi Interpersonal | -.112 | .308 | 1.000 |
| Sig. (1-tailed) | Kecenderungan Kecanduan Internet | . | .000 | .083 |
| | Kontrol Diri | .000 | . | .000 |
| | Komunikasi Interpersonal | .083 | .000 | . |
| N | Kecenderungan Kecanduan Internet | 154 | 154 | 154 |
| | Kontrol Diri | 154 | 154 | 154 |
| | Komunikasi Interpersonal | 154 | 154 | 154 |

Variables Entered/Removed^b

| Model | Variables Entered | Variables Removed | Method |
|-------|---|-------------------|---------|
| 1 | Kontrol Diri, Komunikasi Interpersonal ^a | | . Enter |

a. All requested variables entered.

b. Dependent Variable: Kecenderungan Kecanduan Internet

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|---------------|
| | | | | | R Square Change | F Change | df1 | Sig. F Change |
| 1 | .277 ^a | .077 | .064 | 8.491 | .077 | 6.262 | 2 | .002 |

a. Predictors: (Constant), Kontrol Diri, Komunikasi Interpersonal

b. Dependent Variable:
Kecenderungan
Kecanduan Internet

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1 | Regression | 903.039 | 2 | 451.519 | 6.262 | .002 ^a |
| | Residual | 10887.143 | 151 | 72.100 | | |
| | Total | 11790.182 | 153 | | | |

a. Predictors: (Constant), Kontrol Diri, Komunikasi Interpersonal

b. Dependent Variable: Kecenderungan
Kecanduan Internet

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | | Collinearity Statistics | |
|--------------------------|-----------------------------|------------|---------------------------|--------|------|--------------|---------|-------|-------------------------|-------|
| | B | Std. Error | Beta | | | Zero-order | Partial | Part | Tolerance | VIF |
| 1.(Constant) | 72.870 | 6.229 | | 11.698 | .000 | | | | | |
| Kontrol Diri | -.288 | .089 | -.266 | -3.237 | .001 | -.275 | -.255 | -.253 | .905 | 1.105 |
| Komunikasi Interpersonal | -.037 | .100 | -.030 | -.366 | .715 | -.112 | -.030 | -.029 | .905 | 1.105 |

a. Dependent Variable:

Kecenderungan

Kecanduan Internet

Residuals Statistics^a

| | Minimum | Maximum | Mean | Std. Deviation | N |
|----------------------|---------|---------|-------|----------------|-----|
| Predicted Value | 46.14 | 58.71 | 51.55 | 2.429 | 154 |
| Residual | -23.731 | 18.626 | .000 | 8.436 | 154 |
| Std. Predicted Value | -2.225 | 2.949 | .000 | 1.000 | 154 |
| Std. Residual | -2.795 | 2.194 | .000 | .993 | 154 |

a. Dependent Variable:

Kecenderungan Kecanduan Internet

Hasil Analisis Data Deskriptif

Statistics

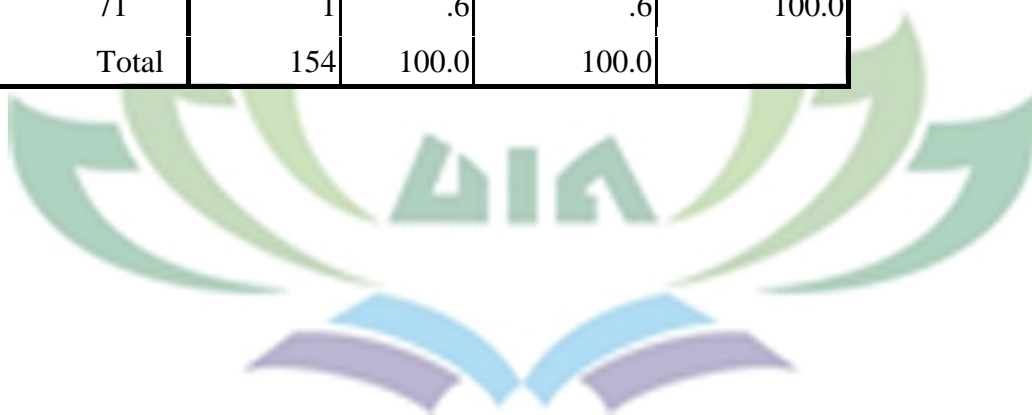
| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------------------|-----|---------|---------|-------|----------------|
| Kecenderungan Kecanduan Internet | 154 | 29 | 71 | 51.55 | 8.778 |
| Kontrol Diri | 154 | 45 | 86 | 69.08 | 8.112 |
| Komunikasi Interpersonal | 154 | 20 | 54 | 39.33 | 7.222 |
| Valid N (listwise) | 154 | | | | |



Kecenderungan Kecanduan Internet

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|------------------|-----------------------|
| Valid 29 | 1 | .6 | .6 | .6 |
| 32 | 2 | 1.3 | 1.3 | 1.9 |
| 34 | 4 | 2.6 | 2.6 | 4.5 |
| 35 | 3 | 1.9 | 1.9 | 6.5 |
| 36 | 1 | .6 | .6 | 7.1 |
| 37 | 1 | .6 | .6 | 7.8 |
| 38 | 1 | .6 | .6 | 8.4 |
| 40 | 2 | 1.3 | 1.3 | 9.7 |
| 41 | 6 | 3.9 | 3.9 | 13.6 |
| 42 | 1 | .6 | .6 | 14.3 |
| 43 | 5 | 3.2 | 3.2 | 17.5 |
| 44 | 7 | 4.5 | 4.5 | 22.1 |
| 45 | 4 | 2.6 | 2.6 | 24.7 |
| 46 | 2 | 1.3 | 1.3 | 26.0 |
| 47 | 7 | 4.5 | 4.5 | 30.5 |
| 48 | 9 | 5.8 | 5.8 | 36.4 |
| 49 | 7 | 4.5 | 4.5 | 40.9 |
| 50 | 5 | 3.2 | 3.2 | 44.2 |
| 51 | 7 | 4.5 | 4.5 | 48.7 |
| 52 | 6 | 3.9 | 3.9 | 52.6 |
| 53 | 5 | 3.2 | 3.2 | 55.8 |
| 54 | 6 | 3.9 | 3.9 | 59.7 |
| 55 | 11 | 7.1 | 7.1 | 66.9 |
| 56 | 6 | 3.9 | 3.9 | 70.8 |
| 57 | 6 | 3.9 | 3.9 | 74.7 |

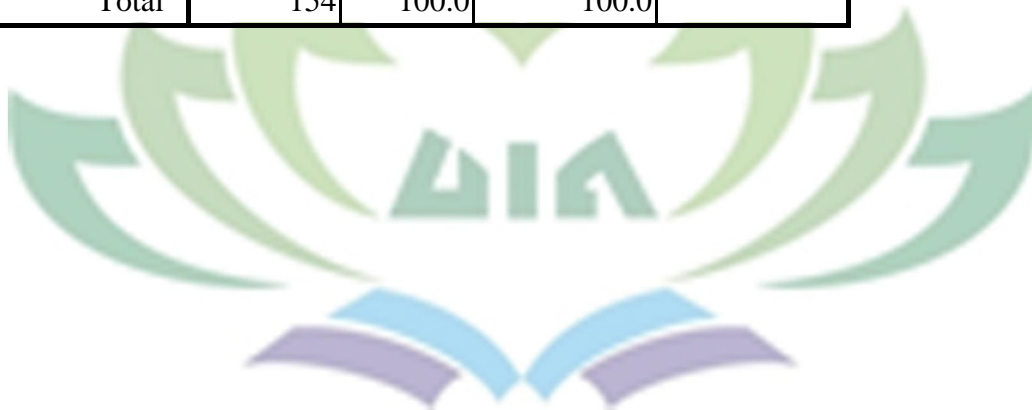
| | | | | |
|-------|-----|-------|-------|-------|
| 58 | 6 | 3.9 | 3.9 | 78.6 |
| 59 | 3 | 1.9 | 1.9 | 80.5 |
| 60 | 3 | 1.9 | 1.9 | 82.5 |
| 61 | 4 | 2.6 | 2.6 | 85.1 |
| 62 | 3 | 1.9 | 1.9 | 87.0 |
| 63 | 5 | 3.2 | 3.2 | 90.3 |
| 64 | 4 | 2.6 | 2.6 | 92.9 |
| 65 | 5 | 3.2 | 3.2 | 96.1 |
| 66 | 3 | 1.9 | 1.9 | 98.1 |
| 67 | 1 | .6 | .6 | 98.7 |
| 68 | 1 | .6 | .6 | 99.4 |
| 71 | 1 | .6 | .6 | 100.0 |
| Total | 154 | 100.0 | 100.0 | |



Kontrol Diri

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|------------------|-----------------------|
| Valid 45 | 1 | .6 | .6 | .6 |
| 50 | 2 | 1.3 | 1.3 | 1.9 |
| 52 | 2 | 1.3 | 1.3 | 3.2 |
| 54 | 2 | 1.3 | 1.3 | 4.5 |
| 55 | 3 | 1.9 | 1.9 | 6.5 |
| 56 | 2 | 1.3 | 1.3 | 7.8 |
| 57 | 3 | 1.9 | 1.9 | 9.7 |
| 58 | 3 | 1.9 | 1.9 | 11.7 |
| 59 | 1 | .6 | .6 | 12.3 |
| 60 | 7 | 4.5 | 4.5 | 16.9 |
| 61 | 3 | 1.9 | 1.9 | 18.8 |
| 62 | 5 | 3.2 | 3.2 | 22.1 |
| 63 | 4 | 2.6 | 2.6 | 24.7 |
| 64 | 3 | 1.9 | 1.9 | 26.6 |
| 65 | 3 | 1.9 | 1.9 | 28.6 |
| 66 | 6 | 3.9 | 3.9 | 32.5 |
| 67 | 8 | 5.2 | 5.2 | 37.7 |
| 68 | 10 | 6.5 | 6.5 | 44.2 |
| 69 | 8 | 5.2 | 5.2 | 49.4 |
| 70 | 6 | 3.9 | 3.9 | 53.2 |
| 71 | 9 | 5.8 | 5.8 | 59.1 |
| 72 | 12 | 7.8 | 7.8 | 66.9 |
| 73 | 1 | .6 | .6 | 67.5 |
| 74 | 11 | 7.1 | 7.1 | 74.7 |
| 75 | 4 | 2.6 | 2.6 | 77.3 |

| | | | | |
|-------|-----|-------|-------|-------|
| 76 | 6 | 3.9 | 3.9 | 81.2 |
| 77 | 6 | 3.9 | 3.9 | 85.1 |
| 78 | 4 | 2.6 | 2.6 | 87.7 |
| 79 | 5 | 3.2 | 3.2 | 90.9 |
| 80 | 3 | 1.9 | 1.9 | 92.9 |
| 81 | 4 | 2.6 | 2.6 | 95.5 |
| 82 | 2 | 1.3 | 1.3 | 96.8 |
| 83 | 1 | .6 | .6 | 97.4 |
| 84 | 2 | 1.3 | 1.3 | 98.7 |
| 85 | 1 | .6 | .6 | 99.4 |
| 86 | 1 | .6 | .6 | 100.0 |
| Total | 154 | 100.0 | 100.0 | |



Komunikasi Interpersonal

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|------------------|-----------------------|
| Valid 20 | 1 | .6 | .6 | .6 |
| 22 | 1 | .6 | .6 | 1.3 |
| 23 | 1 | .6 | .6 | 1.9 |
| 24 | 2 | 1.3 | 1.3 | 3.2 |
| 25 | 1 | .6 | .6 | 3.9 |
| 26 | 1 | .6 | .6 | 4.5 |
| 27 | 1 | .6 | .6 | 5.2 |
| 28 | 4 | 2.6 | 2.6 | 7.8 |
| 29 | 4 | 2.6 | 2.6 | 10.4 |
| 30 | 4 | 2.6 | 2.6 | 13.0 |
| 31 | 1 | .6 | .6 | 13.6 |
| 32 | 5 | 3.2 | 3.2 | 16.9 |
| 33 | 10 | 6.5 | 6.5 | 23.4 |
| 34 | 4 | 2.6 | 2.6 | 26.0 |
| 35 | 7 | 4.5 | 4.5 | 30.5 |
| 36 | 7 | 4.5 | 4.5 | 35.1 |
| 37 | 7 | 4.5 | 4.5 | 39.6 |
| 38 | 5 | 3.2 | 3.2 | 42.9 |
| 39 | 9 | 5.8 | 5.8 | 48.7 |
| 40 | 4 | 2.6 | 2.6 | 51.3 |
| 41 | 9 | 5.8 | 5.8 | 57.1 |
| 42 | 9 | 5.8 | 5.8 | 63.0 |
| 43 | 11 | 7.1 | 7.1 | 70.1 |
| 44 | 6 | 3.9 | 3.9 | 74.0 |
| 45 | 8 | 5.2 | 5.2 | 79.2 |

| | | | | |
|-------|-----|-------|-------|-------|
| 46 | 4 | 2.6 | 2.6 | 81.8 |
| 47 | 7 | 4.5 | 4.5 | 86.4 |
| 48 | 10 | 6.5 | 6.5 | 92.9 |
| 50 | 4 | 2.6 | 2.6 | 95.5 |
| 51 | 3 | 1.9 | 1.9 | 97.4 |
| 53 | 2 | 1.3 | 1.3 | 98.7 |
| 54 | 2 | 1.3 | 1.3 | 100.0 |
| Total | 154 | 100.0 | 100.0 | |



Kuesioner

| No | Pertanyaan | Sangat Tidak Sesuai | Tidak Sesuai | Cukup Sesuai | Sesuai | Sangat Sesuai |
|-----|--|---------------------|--------------|--------------|--------|---------------|
| 1. | Seberapa sering Anda mendapati diri Anda <i>online</i> lebih lama dari yang Anda inginkan? | | | | | |
| 2. | Seberapa sering Anda membentuk hubungan baru dengan sesama pengguna <i>online</i> ? | | | | | |
| 3. | Seberapa sering orang terdekat mengeluh tentang banyaknya waktu yang Anda habiskan untuk <i>online</i> ? | | | | | |
| 4. | Seberapa sering kamu membuka media sosial sebelum melakukan hal lain yang perlu Anda lakukan? | | | | | |
| 5. | Seberapa sering Anda mempertahankan diri atau merahasiakan ketika orang bertanya apa yang Anda lakukan ketika kamu <i>online</i> ? | | | | | |
| 6. | Seberapa sering Anda mengalihkan pikiran yang mengganggu hidup Anda dengan pikiran yang menenangkan dengan internet? | | | | | |
| 7. | Seberapa sering Anda mengantisipasi diri untuk <i>online</i> kembali? | | | | | |
| 8. | Seberapa sering Anda takut bahwa hidup tanpa internet akan membosankan, hampa dan tanpa kegembiraan? | | | | | |
| 9. | Seberapa sering Anda membentak, berteriak atau kesal jika seseorang mengganggu ketika Anda sedang <i>online</i> ? | | | | | |
| 10. | Seberapa sering Anda kehilangan waktu tidur karena <i>online</i> hingga larut malam? | | | | | |
| 11. | Seberapa sering Anda merasa sibuk dengan internet ketika <i>offline</i> , atau membayangkan sedang <i>online</i> ? | | | | | |
| 12. | Seberapa sering Anda berkata “ <i>sebentar lagi</i> ” ketika sedang <i>online</i> ? | | | | | |
| 13. | Seberapa sering Anda mencoba untuk mengurangi jumlah waktu <i>online</i> , namun gagal? | | | | | |
| 14. | Seberapa sering Anda mencoba untuk | | | | | |

Kuesioner

| | | | | | | |
|-----|--|--|--|--|--|--|
| | menutupi lamanya waktu Anda untuk <i>online</i> ? | | | | | |
| 15. | Seberapa sering Anda memilih menghabiskan banyak waktu untuk <i>online</i> daripada pergi bersama orang lain? | | | | | |
| 16. | Seberapa sering Anda merasa depresi, murung atau gelisah ketika sedang <i>offline</i> , dan hal tersebut akan hilang setelah Anda <i>online</i> kembali? | | | | | |

| No | Pernyataan | Sangat Tidak Sesuai | Tidak Sesuai | Cukup Sesuai | Sesuai | Sangat Sesuai |
|-----|--|---------------------|--------------|--------------|--------|---------------|
| 1. | Saya malas. | | | | | |
| 2. | Saya berbicara hal-hal yang tidak pantas. | | | | | |
| 3. | Saya melakukan hal-hal tertentu yang buruk bagi saya, jika itu menyenangkan. | | | | | |
| 4. | Saya sulit bangun di pagi hari. | | | | | |
| 5. | Saya sulit mengatakan tidak. | | | | | |
| 6. | Saya menolak hal-hal yang buruk untuk saya. | | | | | |
| 7. | Saya menghabiskan terlalu banyak uang. | | | | | |
| 8. | Saya menjaga semuanya tetap rapih. | | | | | |
| 9. | Saya dapat diandalkan. | | | | | |
| 10. | Saya melakukan banyak hal secara mendadak tanpa berpikir terlebih dahulu. | | | | | |
| 11. | Saya tidak menyimpan rahasia dengan baik. | | | | | |
| 12. | Orang-orang mengatakan bahwa saya memiliki disiplin diri. | | | | | |
| 13. | Saya tidak mudah putus asa. | | | | | |
| 14. | Saya makan makanan yang sehat. | | | | | |
| 15. | Saya kesulitan berkonsentrasi. | | | | | |
| 16. | Terkadang saya tidak bisa menghentikan diri saya dari melakukan sesuatu, bahkan jika saya tahu itu adalah salah. | | | | | |
| 17. | Saya sering bertindak tanpa memikirkan semua alternatif yang ada. | | | | | |
| 18. | Saya terlalu mudah kehilangan | | | | | |

Kuesioner

| | | | | | | |
|-----|--|--|--|--|--|--|
| | kesabaran. | | | | | |
| 19. | Saya sering menyela orang ketika dalam percakapan. | | | | | |
| 20. | Saya selalu tepat waktu. | | | | | |



Kuesioner

| No. | Pertanyaan | Yes (Biasanya) | No (Jarang) | Terkadang |
|-----|--|-------------------|----------------|-----------|
| 1. | Apakah sulit bagimu untuk berbicara dengan orang lain? | | | |
| 2. | Dalam percakapan, apakah kamu berbicara tentang hal-hal yang menarik bagimu dan orang lain? | | | |
| 3. | Apakah kamu sulit mengungkapkan ide-idemu ketika ide tersebut berbeda dari ide orang-orang di sekitarmu? | | | |
| 4. | Apakah kamu sulit menerima kritik membangun dari orang lain? | | | |
| 5. | Ketika seseorang menyakiti perasaanmu, apakah kamu menyampaikan/membicarakan hal itu dengan seseorang tersebut? | | | |
| 6. | Apakah kamu meminta maaf kepada seseorang yang perasaannya mungkin telah kamu sakiti? | | | |
| 7. | Apakah kamu menghindari untuk tidak setuju dengan pendapat orang lain karena takut mereka marah? | | | |
| 8. | Apakah kamu dapat membicarakan permasalahan dengan orang lain tanpa marah? | | | |
| 9. | Apakah kamu puas pada caramu menyelesaikan perbedaan pendapat dengan orang lain? | | | |
| 10. | Apakah kamu menjadi tidak nyaman ketika seseorang memberimu pujian? | | | |
| 11. | Apakah kamu merasa sulit untuk memuji orang lain? | | | |
| 12. | Apakah kamu sengaja menyembunyikan kesalahanmu dari orang lain? | | | |
| 13. | Apakah sulit bagi kamu untuk menceritakan masalah pada orang lain? | | | |
| 14. | Apakah kamu memiliki kecenderungan untuk mengalihkan pembicaraan/diskusi saat perasaanmu tersentil? | | | |
| 15. | Dalam percakapan, apakah kamu membiarkan lawan bicaramu berbicara terlebih dahulu tanpa memotong pembicaraan tersebut? | | | |
| 16. | Apakah kamu menyadari bahwa dirimu tidak memperhatikan saat sedang berbicara dengan orang lain? | | | |
| 17. | Apakah kamu mendengarkan/ memahami pembicaraan orang lain? | | | |
| 18. | Apakah orang lain akan mendengarkan pembicaraanmu? | | | |

Kuesioner

| | | | | |
|-----|---|--|--|--|
| 19. | Dalam diskusi, apakah kamu sulit melihat sesuatu dari sudut pandang orang lain? | | | |
| 20. | Apakah kamu berpura-pura mendengarkan orang lain padahal kamu tidak mendengarkan? | | | |
| 21. | Apakah kamu mengaku salah ketika melakukan kesalahan? | | | |



Lampiran Kuesioner Penelitian

Lembar *Informed Consent*

Assalamualaikum, Wr.Wb.

Perkenalkan nama saya Indah, mahasiswi Psikologi Islam UIN Raden Intan Lampung. Saat ini saya sedang melakukan penelitian dalam rangka menyelesaikan tugas akhir (Skripsi). Penelitian yang saya lakukan terkait **penggunaan internet dalam kehidupan sehari-hari**.

Besar harapan saya, mahasiswa/i berkenan membantu proses penelitian ini melalui partisipasi untuk mengisi kuesioner (terlampir).

Penting untuk diingat, bahwa tidak ada jawaban yang dinilai sebagai jawaban benar atau salah. Jawaban yang paling **tepat** adalah jawaban jujur yang **paling sesuai** dengan kondisi mahasiswa/i.

Seluruh identitas partisipan penelitian dijamin kerahasiaanya dan hanya dipergunakan untuk kepentingan penelitian.

Terima kasih atas ketersediaan dan partisipasinya.

Indah Wahyu Muliana

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Lembar Persetujuan

Setelah menimbang dan membaca tujuan penelitian, serta mendapatkan penjelasan mengenai instruksi pengisian kuesioner. Selanjutnya, saya yang bertandatangan di bawah ini, bersedia menjadi partisipan dalam penelitian terkait penggunaan internet

Identitas

Nama atau Inisial :

Usia :

Jenis Kelamin :

Prodi :

Pendidikan terakhir :

Status : a. Menikah
b. Belum Menikah

November 2018

.....

Nama/ Inisial
dan Tanda tangan

Terima kasih atas ketersediaan dan partisipasinya dalam penelitian ini.

High Self-Control Predicts Good Adjustment, Less Pathology, Better Grades, and Interpersonal Success

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ABSTRACT What good is self-control? We incorporated a new measure of individual differences in self-control into two large investigations of a broad spectrum of behaviors. The new scale showed good internal consistency and retest reliability. Higher scores on self-control correlated with a higher grade point average, better adjustment (fewer reports of psychopathology, higher self-esteem), less binge eating and alcohol abuse, better relationships and interpersonal skills, secure attachment, and more optimal emotional responses. Tests for curvilinearity failed to indicate any drawbacks of so-called overcontrol, and the positive effects remained after controlling for social desirability. Low self-control is thus a significant risk factor for a broad range of personal and interpersonal problems.

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The human capacity to exert self-control is arguably one of the most powerful and beneficial adaptations of the human psyche. People are happiest and healthiest when there is an optimal fit between self and environment, and this fit can be substantially improved by altering the self to fit the world (Rothbaum, Weisz, & Snyder, 1982). Indeed, the self's capacity to inhibit its antisocial impulses and conform to the demands of group life has been proposed to be the hallmark of civilized life (Freud, 1930). Even today, the vast majority of social and personal problems seem on theoretical grounds to involve a substantial component of deficient self-control (see Baumeister, Heatherton, & Tice, 1994). These observations provide multiple bases for deriving the broad hypothesis that a high personal capacity for self-control should be powerfully adaptive and should enable individuals to live happier, healthier lives.

Anecdotal impressions and assorted research findings suggest that substantial individual differences exist in people's capacity for self-control. Some people are much better able than others to manage their lives, hold their tempers, keep their diets, fulfill their promises, stop after a couple of drinks, save money, persevere at work, keep secrets, and so forth. These differences seemingly ought to be associated with greater success and well-being in life. One goal of the present investigation was to provide some direct evidence that individual differences in self-control would effectively predict positive outcomes across a variety of life domains.

Measurement of Self-Control

In order to investigate the possible benefits of self-control, it is necessary to have a good trait measure of this construct. Existing measures are few and old. In fact, the relative dearth of published evidence on the benefits of self-control among adults may indicate that researchers have not been satisfied or successful using the existing scales. Recent advances in self-control theory (see Carver & Scheier, 1981, 1998; also Baumeister et al., 1994; Muraven & Baumeister, 2000) suggest the need for developing new scales as opposed to relying on very old measures. For example, Baumeister et al. (1994) identified four major domains of self-control—controlling thoughts, emotions, impulses, and performance—which would be important to include in an overall index of self-control. Hence, a second aim of the present investigation was

to develop an up-to-date scale for measuring individual differences in self-control.

There have been some efforts to develop ways of measuring individual differences in self-control, but these did not seem suitable for our purposes. We review them briefly here, however, because some investigators may find them useful or appropriate in specific research contexts.

The Self-Control Behavior Inventory (Fagen, Long, & Stevens, 1975) is essentially a checklist for observational ratings of behavior. Behavior observation has several advantages over self-report measures, but it is considerably more difficult to use, inasmuch as it requires trained observers and a substantial, representative sample of behavior to observe.

The Self-Control Questionnaire was put forward by Brandon, Oescher, and Loftin (1990) as a trait scale of self-control. Brandon et al.'s emphasis was on the self-control of health behaviors, and we had some concerns about the breadth of items. Most notably, 25% of the items on the Self-Control Questionnaire refer specifically to eating patterns. This disproportionate emphasis on eating raises the danger of inflating gender differences in trait self-control, because eating is one of the few spheres of self-control where pronounced gender differences exist. It may be an excellent measure for measuring self-control with respect to health, but it was never intended as a broad based measure of self-control.

The Self-Control Schedule, developed by Rosenbaum (1980), is intended specifically for use with clinical samples and focuses on the usage of strategies such as self-distraction and cognitive reframing to solve particular behavioral problems. It has received favorable reports regarding its validity (e.g., Richards, 1985) and has undeniable value for relevant investigations targeted at exploring the uses of such strategies among people with clinical problems. But, again, we concluded that it was not appropriate to use as a trait measure of dispositional self-control across broad spheres of normal behavior.

Some authors have used a self-control subscale from Gough's (1987) California Personality Inventory (CPI). There is reason to question whether this subscale is appropriately named: Although some items on it do seem a priori relevant to self-control, others do not. Some seem quite irrelevant to the concept of self-control construct (e.g., "I would like to wear expensive clothes;" "I would like to be an actor on the stage or in the movies;" "I have had very

peculiar and strange experiences”). Some address interpersonal issues that are not directly indicative of self-control (e.g., “My home life was always happy;” “My way of doing things is apt to be misunderstood by others”). Others seem to focus in particular on a narcissistic style of self-admiration (e.g., “I would like to be the center of attention;” “A person needs to ‘show off’ a little now and then”). Others ask about impulses rather than about control over them (e.g., “Sometimes I feel like smashing things;” “Sometimes I feel as if I must injure either myself or someone else”).

The heterogeneity of items on the CPI Self-Control (Sc) scale may well reflect the complex process by which the scale evolved. Following the development of the CPI So (Socialization) and Re (Responsibility) subscales, Gough, McClosky, and Meehl (1952) concluded that So and Re did not really capture “the kind of joyful, ebullient abandonment of restraint that one sees at certain times such as attendance at a carnival” (CPI Administrator’s Guide, p. 45). Thus, they set about developing a scale to assess “impetuosity, high spirits, caprice, and a taste for devilry” (CPI Administrator’s Guide, p. 45)—clearly one pattern of behavior that may be atypical of self-control in general. The conceptual heterogeneity, along with the seeming lack of face validity of many items, may be one reason that this scale has not been popular among laboratory researchers in recent decades, despite the rapid expansion of research on self-regulation. Certainly self-control is a distinct construct that should be largely independent of high spirits and a taste for devilry. In any case, the CPI antedates most of the modern research on self-control, and so, on an *a priori* basis, it would be desirable to construct a new scale based on recent developments.

In view of the drawbacks with these existing measures, we felt it desirable to develop our own. Central to our concept of self-control was the ability to override or change one’s inner responses, as well as to interrupt undesired behavioral tendencies (such as impulses) and refrain from acting on them. The concept of self-control as overriding responses fits well with Carver and Scheier’s (1981, 1982, 1998) pioneering work on self-regulation. Their theoretical model emphasized the feedback loop (test, operate, test, exit) that guides behavior toward goals and standards. Indeed, their work arose from studies of self-awareness, for which an effective trait measure has long been available (Fenigstein, Scheier, & Buss, 1975). Our interest placed less emphasis on the supervisory feedback loop and instead

emphasized the “operate” phase of the loop, by which the self performs operations that alter itself. Regulating the stream of thought (e.g., forcing oneself to concentrate), altering moods or emotions, restraining undesirable impulses, and achieving optimal performance (e.g., by making oneself persist) all constitute important instances of the self overriding its responses and altering its states or behaviors. More generally, breaking habits, resisting temptation, and keeping good self-discipline all reflect the ability of the self to control itself, and we sought to build our scale around them.

Benefits of Self-Control

Self-control is widely regarded as a capacity to change and adapt the self so as to produce a better, more optimal fit between self and world (e.g., Rothbaum et al., 1982). Central to our concept of self-control is the ability to override or change one’s inner responses, as well as to interrupt undesired behavioral tendencies and refrain from acting on them. From this perspective, self-control should contribute to producing a broad range of positive outcomes in life. In fact, empirical evidence indicates that people with high dispositional self-control have better outcomes in various spheres. In two independent studies, we sought to replicate and extend these prior findings, taking advantage of two large ongoing investigations in which multiple outcomes were being assessed.

Achievement and Task Performance

A first domain involves task performance, such as in school or work. Our participants were university students, and so the primary or quintessential measure of overall success is grade point average. People with high self-control should presumably achieve better grades in the long run, because they should be better at getting tasks done on time, preventing leisure activities from interfering with work, using study time effectively, choosing appropriate courses, and keeping emotional distractions from impairing performance.

Prior studies have provided some evidence that self-control facilitates school performance. Feldman, Martinez-Pons, and Shaham (1995) found that children with higher self-regulation (as assessed by the Student Regulated Learning Scale; Zimmerman & Martinez-Pons, 1988) received better grades in a computer course. Flynn (1985) found that improvements in delay of gratification were

correlated to improvements in school achievement among 4-year-old African American migrant boys, although not girls. A pair of studies by Mischel, Shoda, and Peake (1988) and Shoda, Mischel, and Peake (1990) assessed children's capacity to delay gratification at age 4 and then followed up the participants as they completed high school and entered college. They showed that the children who were most successful at delaying gratification went on to become adults with higher SAT scores, indicating better academic performance. Insofar as delay of gratification constitutes a behavioral index of self-control, these results do point toward lasting and long-term benefits of good self-control. Wolfe and Johnson (1995) found that self-control was the only one among 32 personality variables that contributed significantly to prediction of grade point average among university students. They used four different self-control scales, including a Big Five Conscientiousness subscale (John, 1990), an organization subscale from the Jackson Personality Inventory (Jackson, 1976), a control subscale developed by Waller, Lilienfeld, Tellegen, and Lykken (1991), and a new scale of items pertaining self-efficacy. These findings lent support for our prediction that high self-control would predict better academic performance.

Impulse Control

A second domain involves impulsive behaviors. Many university students suffer from problems in impulse regulation, as has been widely documented (see Baumeister et al., 1994, for review). In particular, problems with regulating eating are prevalent, if not epidemic, among female university students, whereas surveys of male students suggest that many suffer from alcohol abuse problems (e.g., Heatherton, 1993; Heatherton & Baumeister, 1991; Johnston, O'Malley, & Bachman, 1991; Williamson, 1990). Regulating intake of food and drink is one of the most obvious and direct applications of self-control, and so we predicted that people high in self-control should exhibit fewer such problems.

Several studies have linked impulse control problems to deficits in self-control. Storey (1999) concluded that poor self-regulation, as assessed by the Barratt Impulsivity Scale, was an important predictor of heroin addiction. Wills, DuHamel, and Vaccaro (1995) found that self-control, as assessed by a scale they derived from a behavior rating scale by Kendall and Wilcox (1979), was an

important predictor of substance abuse among adolescents and, in fact, seemed to mediate between temperament and substance abuse. Peluso, Ricciardelli, and Williams (1999) found some links of generally poor self-control, as assessed by a scale developed by Rohde, Lewinsohn, Tilson, and Seeley (1990), to problem drinking and problem eating patterns among college students. Cook, Young, Taylor, and Bedford (1998) found that low CPI self-control predicted higher alcohol consumption among adults. Romal and Kaplan (1995) found that people with good self-control, as assessed by Rosenbaum's (1980) scale, were better able to save their money rather than spend it. In Study 1, we sought to extend these findings by examining the links between self-control and young adults' reports of eating disorder symptoms and alcohol use.

Adjustment

A third domain involves psychological adjustment. Many psychological problems and disorders involve some degree of self-regulation failure. The link between psychological symptoms and self-control could be bidirectional. On one hand, difficulties with self-regulation can set the stage for a range of psychological problems. Indeed, problems with self-control are the hallmark of many disorders detailed in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV; American Psychiatric Association, 1994). Conversely, the emotional distress associated with many of these problems can impair self-control by preempting limited resources and by producing stressful outcomes that further burden the individual's regulatory capacity.

Of particular interest is the hypothesis that psychological difficulties can result from either too little or too much control. The pathogenic nature of self-control failure is fairly obvious. The DSM-IV has an entire cluster of diagnoses that fall under the umbrella of "Impulse Control Disorders," and many other disorders are essentially defined by problems in the regulation of thought, affect and/or behavior (e.g., panic and other anxiety disorders, antisocial personality disorder, anger management problems). Psychological problems purported to stem from an excess of self-control are less obvious, but they have been hypothesized to be important too. Most notably, notions of *overcontrol* pervade clinical conceptualizations of both obsessive-compulsive disorder and

certain eating disorders, such as anorexia nervosa. In contrast, other writers have rejected the notion that too much self-control is bad, holding that self-regulatory failures are either underregulation or misregulation (Carver & Scheier, 1981; Baumeister et al., 1994). In this view the putative category of overcontrol is simply a misuse of a desirable capacity rather than an indication that too much self-control is bad.

From these accounts, two sets of competing hypotheses can be made. Based on the concept that overcontrol exists and is maladaptive, one would expect individual differences in self-control to be differentially related to distinct symptom clusters—for example, positively correlated with symptoms of obsessive-compulsive disorder and negatively correlated with problems with anxiety and anger. From this perspective, it would also follow that an index of overall psychological adjustment (or psychopathology) would show (a) a curvilinear relationship, such that both very high and very low self-control are associated with pathology, or (b) no relationship because the two opposing effects cancel each other out. In contrast, the misregulation theories would predict that self-control would have an essentially linear relationship to psychological symptoms, such that the highest scores would be associated with greatest positive psychological adjustment. This should be the case across distinct symptom clusters as well as for an index of general psychological adjustment.

Surprisingly little previous work has examined links between self-control and adjustment. And to our knowledge, no study has systematically evaluated these competing hypotheses regarding “overcontrol.” At most, some findings have indicated that poor self-control is associated with aversive emotions. In a sample of preschool children, Fabes et al. (1999) found that good effortful control reported by parents and teachers (interacting with situational factors) predicted less negative emotional arousal. Several measures pertaining to self-control (including Block’s, 1961 measures of ego-control and ego-resiliency, Barron’s 1953 measure of ego-strength, and several measures of hardiness) were also included in a recent study with an adult sample by Gramzow, Sedikides, Panter, and Insko (2000), and they predicted emotional distress better than measures of the structure of the self (such as complexity or consistency of self-concepts or discrepancies between self-concept and ideal or ought selves).

The present Study 1 sought to extend this work substantially by examining the relationship of self-control to such key psychological symptoms as anxiety, depression, obsessive-compulsive behaviors, and somatic complaints. We also investigated both linear and nonlinear effects, as a way of getting at the question of whether very high levels of self-control are associated with poor adjustment.

Interpersonal Relationships

A fourth domain concerns interpersonal relationships. High self-control should make people better, more desirable relationship partners and could contribute to relationship success in a variety of ways. Self-control could contribute directly to harmonious interactions, such as when people refrain from saying hurtful things on impulse. It can also contribute indirectly, such as by enabling people to resist temptations to become involved with alternative partners. Poor self-control may lead to angry outbursts and even aggressive behavior, as well as difficulty moving beyond interpersonal slights to forgive others.

There is a good deal of evidence suggesting that children with good self-control get along better with others. A longitudinal study by Eisenberg et al. (1997) confirmed that good self-regulation, reported by parents and teachers, at early ages predicts better social functioning up through age 10. Maszk, Eisenberg, and Guthrie (1999) found that teacher ratings of children's self-control (ages 4-6) predicted subsequent social status such that children who had better self-control went on to become more popular. Fabes et al. (1999) found that good effortful control, reported by parents and teachers, (interacting with situational factors) predicted more socially competent responding among preschool children. Moreover, the longitudinal studies by Mischel et al. (1988) and Shoda et al. (1990), cited above, found that effective capacity to delay gratification at age 4 predicted better interpersonal relationships in early adulthood.

There is also a growing body of research confirming that poor self-control leads to aggression and antisocial behavior. Much of this work was stimulated by a landmark book by Gottfredson and Hirschi (1990), who proposed that low self-control is a major cause of criminal and violent activity. In subsequent empirical tests, this theory has held up well, insofar as criminals and other rule breakers typically exhibit deficits or lapses in self-control assessed with

diverse methods (Avakame, 1998; Cherek, Moeller, Dougherty, & Rhoades, 1997; Cochran, Wood, Sellers, Wilkerson, & Chamlin, 1998; Gibbs, Giever, & Martin, 1998; Longshore, 1998; Longshore & Turner, 1998; McGuire & Broomfield, 1994). A longitudinal study by Tremblay, Boulerice, Arseneault, and Niscale (1995) found that parent- and teacher-rated self-control was associated with higher rates of juvenile delinquency. Similar conclusions were reached with a Finnish sample by Pulkkinen and Haemaelaeninen (1995). Burton, Cullen, Evans, Alarid, and Dunaway (1998) found that the gender gap in crime became nonsignificant when self-control was controlled, which suggests that self-control plays a powerful mediating role. Using a maze performance task as an index of self-control, Latham and Perlow (1996) concluded that people with high self-control, assessed with the Porteus Maze Test (Porteus, 1965), were less aggressive toward other people in the workplace.

Among children, also, aggression and antisocial behavior have been linked to poor self-control. Nigg, Quamma, Greenberg, and Kusche (1999) found that high mental inhibitory control predicted fewer behavioral problems among elementary school children. Murphy and Eisenberg (1997) found that children with lower teacher-reported self regulation reported more angry conflicts with others, and they enacted more unfriendly responses to anger in a role-playing scenario with puppets. Krueger, Caspi, Moffitt, White, and Stouthamer-Loeber (1996) concluded that poor self-control, assessed by the California Child Q-Set (Block, 1961), is a risk factor for aggressive and delinquent behavior among preadolescent and early adolescent boys.

Poor control over anger may be relevant to interpersonal aggression, and there are some findings linking anger problems to overall poor self-control. Kochanska, Murray, and Harlan (2000) found that the capacity for effortful control among young children (33 months), assessed with a comprehensive behavioral battery incorporating multiple tasks, was correlated with the ability to control anger.

In the current studies, we considered three sets of variables relevant to interpersonal relationships—quality of relationships in the family of origin (family conflict and family cohesion), capacity for interpersonal empathy, and quality of attachment. We predicted that high scores on self-control would be correlated with higher relationship quality, enhanced empathy, a willingness to forgive

others for their transgressions, and a secure attachment style. We also sought to replicate the link between self-control and angry, aggressive patterns.

Moral Emotions

The moral emotions constituted another domain potentially relevant to self-control. Shame and guilt have been linked to a variety of interpersonal and personal outcomes. On balance, guilt appears to be the more adaptive response to sin and failure. People who experience guilt about their bad behaviors tend to be motivated in a constructive, future-oriented direction—confessing, apologizing, or in some way undoing the harm that was done (Tangney, 1991, 1995b; Tangney, Miller, Flicker, & Barlow, 1996). In contrast, research has consistently shown that shame brings with it a panoply of psychological and social hidden costs.

We were unable to find any previous studies linking self-control to shame and guilt. However, given the evidence that shame often provokes irrational anger and other impulsive attempts to defend the self (e.g., externalization of blame, efforts to hide or escape shame-inducing situations), we anticipated a link between poor self-control and proneness to shame. In contrast, we anticipated a positive relationship between proneness to “shame-free” guilt and high self-control.

Related Personality Features

We also sought to examine the relationship of self-control to two key personality features (conscientiousness and perfectionism) theoretically related to the propensity for self-control. The capacity for self-control is obviously an important component of behaving in a conscientious manner—completing assignments, fulfilling commitments, and otherwise taking care of business require the ability to control and direct behavior strategically. The role of self-control in perfectionism is less clear, but still plausible. Perfectionism is the tendency to adhere rigidly to unrealistically high expectations and standards. People high in perfectionism may sometimes exert considerable self-control in their pursuit of perfection, but they also exhibit problems with self-regulation in at least two ways. First, perfectionistic individuals have difficulty modifying their standards and expectations in response to the nature and demands of a given

situation. One hallmark of perfectionism is the drive for flawless performance in important domains, regardless of what is actually required (e.g., striving for the highest score on a licensing exam when all that is needed is a passing grade). Second, there appears to be an important link between perfectionism and procrastination (Fee & Tangney, 2000), the latter representing an obvious breakdown in self-control.

METHOD

Participants

Participants in Study 1 were 351 undergraduate students attending a large East Coast state university who received credit toward an undergraduate psychology course in exchange for their participation. Participants ranged in age from 18 to 55, ($M = 20.07$, $SD = 4.99$); 28% were male and 72% were female. Regarding ethnic/racial background, 49% were White, 20% Asian, 11% African American, 20% Other.

Participants in Study 2 were 255 undergraduate students attending a large East Coast state university who received credit toward an undergraduate psychology course in exchange for their participation. Participants ranged in age from 18 to 49, ($M = 20.10$, $SD = 4.23$); 19% were male and 81% were female. Regarding ethnic/racial background, 58% were White, 13% Asian, 11% African American, 22% Other.

Development of the Self-Control Scale

Our approach followed directly from an extensive review of published studies on self-control processes and failures (Baumeister et al., 1994). We began by generating a larger pool of 93 items encompassing all the spheres of self-control failure covered in that review (in particular, control over thoughts, emotional control, impulse control, performance regulation, and habit breaking). Items were rated on a 5-point scale, anchored from 1 *not at all like me* to 5 *very much like me*. Using both rational and empirical methods, the scale was reduced to its final form comprising 36 items, based on an analysis of Study 1 data. We deleted, for example, items with low item-total correlations, duplicate or nearly duplicate items, and items likely to vary substantially by gender differences.¹ Based on a review of item-total correlations from both Study 1

1. Exploratory factor analyses were also conducted to investigate the dimensionality of the Self-Control Scale. To this end, these final 36 items were subjected to a principal components analysis with varimax rotation. Both a consideration of Kaiser's "little jiffy" (eigenvalues greater than 1) and a scree test suggested 5 factors. Factor 1 (11 items, 10.2% of the variance) assesses a general capacity for

and Study 2, we also constructed a 13-item Brief Self-Control Scale. The Brief Self-Control Scale correlated .93 and .92 with the Total Self-Control Scale in Studies 1 and 2, respectively. Moreover, the Brief Self-Control Scale taps the same range of content as the Total Self-Control Scale.²

Additional measures and procedures. The data reported here were collected as part of two larger investigations of the personality correlates of moral emotional styles. Students participated in several sessions of 45 to 60 minutes, conducted on separate days. At the beginning of the study, informed consent forms were distributed describing the general nature of the procedures. The voluntary and confidential nature of the study was emphasized, and students were asked not to write their names on any of the questionnaires. Questionnaires were coded with unique ID numbers in advance. The following measures were among those completed by respondents. (Table 1 presents descriptive statistics and coefficient alpha estimating the reliability of scales.)

The *Marlowe-Crowne Social Desirability Scale* (Crowne & Marlowe, 1960) is a widely used, well-validated measure of social desirability response bias. Participants rate 33 items as True or False (Study 1 and half of Study 2).

The *Balanced Inventory of Desirable Responding* (Paulhus, 1988) is a 40-item measure composed of two 20-item subscales. Self-Deception

Self-Discipline. Factor 2 (10 items, 9.7% of the variance) assesses an inclination toward Deliberate/Nonimpulsive action. Factor 3 (7 items, 7.7% of the variance) assesses a range of Healthy Habits. Factor 4 (5 items, 7.6% of the variance) assesses self regulation in service of a Work Ethic. Finally, Factor 5 (5 items, 7.0% of the variance) assesses Reliability. (We also conducted analyses using principal axis factoring methods. Results based on a principal axis factoring were nearly identical to those based on principal components analysis. We opted for orthogonal varimax rotation, as opposed to an oblique rotation, because our aim was to identify potentially unique components of self-control that would have empirical utility, rather than exploring the underlying structure of self-control, conceptually. As it turns out, varimax and oblique procedures resulted in nearly identical structures. As expected, factors derived from the oblique rotation were substantially correlated-range of r 's = .26 to .54, mean r = .42). In subsequent analyses, we observed little systematic variation in the correlates of the 5 factors. Thus, for the remainder of the article, we focus solely on the Total and Brief self control scores. Details of the factor analysis are available from the first author.

2. For example, items were included from each of the factors described in Footnote 1 (5 items from Factor 1, 3 items from Factor 2, 2 items from Factor 3, 2 items from Factor 4, and 1 item from Factor 5).

assesses the degree to which respondents make exaggerated claims of competence and rationality. Impression Management assesses the degree to which respondents systematically—and presumably consciously—overreport desirable behaviors and underreport undesirable behaviors. Items are rated on a 7-point Likert scale and after reversing items, one point is added for each extreme (6 or 7) response. This scoring is designed to identify respondents who give exaggeratedly desirable responses (Study 2).

The *Eating Disorder Inventory* (EDI; Garner, Olmstead, & Polivy, 1983) is a self-rating questionnaire designed to assess a broad range of behavioral and attitudinal characteristics of anorexia nervosa and bulimia nervosa. The measure yields eight subscales: Drive for Thinness, Bulimia, Body Satisfaction, Ineffectiveness, Perfectionism, Interpersonal Distrust, Interceptive Awareness and Maturity Fears (Study 1).

The *Short Michigan Alcoholism Screening Test* (SMAST; Selzer, Vinokur, & van Rooijen, 1975) is a widely used 13-item self-administered screening measure of alcoholism. Items include “Do you ever feel guilty about your drinking?” and “Have you ever gotten into trouble at work because of drinking?” (Study 1).

The *Symptom Checklist 90* (SCL-90; Derogatis, Lipman, & Covi, 1973) is comprised of 90 symptoms, each rated on a 5-point scale to indicate absence or intensity. The SCL-90 is a widely used clinical rating scale, appropriate for psychiatric outpatients as well as for screening nonclinical populations. The checklist yields nine clinical subscales: Somatization, Obsessive/Compulsive, Interpersonal Sensitivity (assessing feelings of personal inadequacy or inferiority), Depression, Anxiety, Hostility, Phobic Anxiety, Paranoid Ideation, and Psychoticism. An extensive body of research supports the reliability and validity of these scales (e.g., Derogatis, Rickels, & Rock, 1976; Derogatis & Cleary, 1977; Derogatis, 1989) (Study 1).

The *Millon Clinical Multiaxial Inventory – III* (MCMI-III; Millon, Davis, & Millon, 1997) is a widely used 175-item measure of psychopathology, yielding 24 clinical scales that tap a broad range of psychological problems. Fourteen scales assess Clinical Personality Patterns (e.g., Schizoid, Avoidant, Antisocial) and Severe Personality Pathology (e.g., Schizotypal, Borderline) reflected on Axis II of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV; American Psychiatric Association, 1994). Ten scales assess Clinical Syndromes (e.g., Anxiety, Dysthymia, PTSD) and Severe Clinical Syndromes (e.g., Thought Disorder, Major Depression) reflected on Axis I of the DSM-IV (Study 2).

The *Rosenberg Self-Esteem Scale* (RSE; Rosenberg, 1965) is a widely used measure of global self-esteem. The 10 items are each answered on a

5-point scale. The RSE has been found to be reliable, internally consistent, and representative of a unidimensional construct (Gray-Little, Williams, & Hancock, 1997; Shevlin, Bunting, & Lewis, 1995; and others). The Stability of Self-Esteem Scale (5 items) measures the degree to which the evaluation of self-concept is constant versus variable (Studies 1 and 2).

The *Mini Marker* (Saucier, 1994) is a brief set of 40 adjective markers taken from Goldberg's (1992) original 100 adjective markers. The markers for Big-Five factor structure include Extraversion (e.g., "bold"), Agreeableness (e.g., "cooperative"), Conscientiousness (e.g., "efficient"), Emotional Stability (e.g., "temperamental" -reversed), and Openness to Experience (e.g., "creative"). Respondents are asked to rate each adjective on a 9-point scale ranging from *extremely inaccurate* to *extremely accurate*. Saucier (1994) provides data supporting the reliability and validity of this measure as a brief marker of the Big Five personality factors (Study 2).

The *Brief Perfectionism Scale* (BPS; Gosselin, Boone, Sinek, & Tangney, 2001) is a 7-item measure of perfectionism. Each item is rated on a 7-point scale. The BPS assesses the maladaptive, dichotomous thinking style of perfectionists, as well as their negative emotional reaction to making mistakes across work and leisure domains (Study 2).

The *Multidimensional Perfectionism Scale* (MPS; Hewitt & Flett, 1991) is a 45-item scale that assesses three dimensions of perfectionism: Self-Oriented perfectionism (e.g., "When I'm working on something, I cannot relax until it is perfect"), Socially Prescribed perfectionism (e.g., "I feel that people are too demanding of me"), and Other-Oriented perfectionism (e.g., "I have high expectations for the people who are important to me"). Items are rated on a 7-point scale. Hewitt and Flett (1991, 1993; Hewitt, Flett, & Turnbull, 1992) provide extensive data supporting the reliability and validity of this widely used perfectionism measure (Studies 1 and 2).

Portions of the *Family Environment Scale* (FES; Moos & Moos, 1981) were used to assess family conflict and cohesion. Each scale is composed of 9 items (Study 1).

The *Close Relationships Questionnaire* (Hazan & Shaver, 1987) translates the three infant attachment types described by Bowlby (1982) and Ainsworth, Blehar, Waters, and Wall (1978) into terms appropriate to adult love relationships. Participants are asked to consider their most important romantic relationships and then rate three general descriptions of their attachment experiences. Participants first rate each description on a 7-point scale; they are then asked to select the single description that best describes their experiences. Hazan and Shaver (1987, 1990) provided considerable evidence for the validity of this brief assessment of attachment (Studies 1 and 2).

The *Interpersonal Reactivity Index* (IRI; Davis, 1983) is a 28-item paper-and-pencil measure which yields two cognitively oriented empathy scales and two emotionally oriented empathy scales. The Perspective Taking Scale assesses the ability to “step outside of the self” and take another’s perspective in real-life situations. The Fantasy Scale assesses perspective taking in the fictional realm (e.g., identifying with the feelings of a character in a book). The Empathic Concern Scale assesses the extent to which respondents experience “other-oriented” feelings of compassion and concern. The Personal Distress Scale assesses the degree to which respondents experience “self-oriented” discomfort or fear when faced with another’s distress. The Personal Distress Scale taps empathic overconcern, and there is also an element of “loss of control” inherent in many of the items. Davis (1980, 1983; Davis & Oathout, 1987) has provided evidence supporting the reliability and validity of his multi-dimensional assessment of empathy (Studies 1 and 2).

The *Anger Response Inventory* (ARI; Tangney, Wagner, Marschall, & Gramzow, 1991) is a scenario-based self-report measure that presents respondents with a series of common, developmentally appropriate situations that are likely to elicit anger. They are asked to imagine themselves in each situation and then rate on a 5-point scale (1) how angry they would be in such a situation (assessing anger arousal); (2) their intentions—what they would feel like doing, not necessarily what they would actually do (constructive, malicious, fractious intentions are assessed); (3) their likely behavioral and cognitive responses (including a variety of aggressive and non-aggressive behaviors, escapist/diffusing tactics, and cognitive reappraisals); and (4) their assessment of the likely long-term consequences (for self, target, and relationship).

Several independent studies provide support for the reliability and validity of the ARI (Tangney, Barlow et al., 1996, Tangney, Wagner, Barlow, Marschall, & Gramzow, 1996). Together, estimates of internal consistency and test-retest correlations indicate that the ARI scales are quite reliable. Regarding validity, theoretically consistent patterns of correlations were observed with (1) global self-report measures of hostility, aggression, and anger management strategies; (2) self and family members’ reports of respondents’ behaviors in specific anger episodes; and (3) various dimensions of moral emotional style (Studies 1 and 2).

The *Multidimensional Forgiveness Inventory* (MFI; Tangney, Boone, Fee, & Reinsmith, 1999) is a measure of *dispositional* forgiveness (e.g., people’s generalized tendency to forgive across a range of relationships and types of transgressions). Three subscales assess (1) a propensity to forgive others (FO), (2) a propensity to ask for forgiveness from others (AF), and (3) a propensity for self-forgiveness (FS). The MFS consists of a series of situations involving transgressions that could be applicable to

most adults. In all, there are 16 situations described, 8 from the perspective of the victim of the transgression and 8 from the perspective of the perpetrator. Each “victim” situation is followed by questions assessing the likelihood of forgiving the perpetrator (FO). Each “perpetrator” situation is followed by questions assessing the respondent’s likelihood of seeking forgiveness (AF), as well as their propensity to forgive themselves (FS) (Study 2).

The *Test of Self-Conscious Affect* (TOSCA; Tangney, Wagner, & Gramzow, 1989) consists of a series of brief scenarios (10 negative and 5 positive), each followed by several associated responses. Aggregating across the scenarios, the TOSCA yields indices of shame—prone, guilt-prone, externalization, detachment/unconcern, alpha pride (pride in self), and beta pride (pride in a specific behavior). These scenarios were drawn from written accounts of personal shame, guilt, and pride experiences of adults, and therefore represent shame and guilt-inducing situations that adults encounter in day-to-day life. The respondent is asked how likely (on a 5-point scale) they would be to respond in each manner indicated, in connection with a given scenario. In this way, it is possible for a respondent to endorse multiple responses (e.g., he/she can endorse shame, guilt, both or neither) in response to any given scenario.

Convergent and divergent validity for the TOSCA scales have been well documented (see Tangney, 1991; Tangney, 1994; Tangney, Burgraff, & Wagner, 1995; Tangney, et al., 1992). Because shame and guilt both involve negative affect and internal attributions, the subscales overlap considerably ($r = .45$; Tangney, et al., 1992). By partialing out the shared variance, the constructs of shame and guilt have each demonstrated unique variance that is functionally distinct. In order to compare the individual relationships of shame and guilt with other constructs, it is useful to partial out the shared variance (Studies 1 and 2).

RESULTS

Properties of Self-Control Scale

As shown in Table 1, internal consistency estimates of reliability were high. Alphas for the Total Self-Control Scale were .89 in both Studies 1 and 2. Similarly, the Brief SCS was highly reliable (alpha = .83 and .85 in Studies 1 and 2, respectively). Thus, the scale appears to have adequate internal reliability.

In addition, to establish test-retest reliability of the new Self-Control Scale, 233 participants in Study 2 completed the scale a second time in Session 3, conducted roughly three weeks later.

Test-retest reliability was .89 for the Total SCS score and .87 for the Brief SCS.

One possible concern is the degree to which the Self-Control Scale correlates with Social Desirability. As shown in Table 2, the correlations between self-control and social desirability (as assessed by the Marlowe-Crowne and BIDR) ranged from .54 to .60. This raises the possibility that any observed effects involving self-control may be due to social desirability biases. Therefore, we repeated all the main analyses with social desirability partialled out.

Self-Control and Task Performance

The first sphere in which we predicted beneficial consequences of high self-control was performance. For college students, probably the most important and relevant index of performance is grade point average. As Table 2 shows, grade point average was significantly related to both Total and Brief Self-Control Scales in both Study 1 and Study 2. People with higher self-reported self-control had better grades than those reporting low self-control, consistent with the notion that self-control makes a significant contribution to academic success. Further, social desirability was not responsible for the link between self-control and grade point average. Considering the Total Self-Control Scale, the relationship between self-control and GPA remained robust even when controlling for scores on the Marlowe-Crowne Social Desirability Scale (Studies 1 and 2) and the BIDR (Study 2). (Results for the Brief SCS were similarly strong in Study 1 but somewhat weaker in Study 2 when controlling for social desirability.)

Impulse Control

The second prediction was that self-control would contribute to success at impulse regulation, so that people scoring low on self-control would report a higher rate or incidence of dysfunctional, impulsive behaviors.

The regulation of eating is one important form of impulse control. Participants in Study 1 completed the Eating Disorders Inventory. As Table 2 shows, better self-control was associated with fewer problems regulating eating. Self-control was negatively correlated with most EDI subscales, including drive for thinness, bulimia, body dissatisfaction, ineffectiveness, interpersonal distrust,

Table 1
Descriptive Statistics and Reliabilities of Study Measures

| Scale | | # of items | Possible Range | Observed Range | Mean | SD | Alpha |
|---|---------|------------|----------------|----------------|--------|-------|-------|
| Self-Control Scale | | | | | | | |
| Total Self Control | Study 1 | 36 | 36–180 | 44–168 | 114.47 | 18.81 | 0.89 |
| | Study 2 | | | 50–154 | 102.66 | 18.19 | 0.89 |
| Brief Self-Control Scale | Study 1 | 13 | 13–65 | 15–63 | 39.22 | 8.58 | 0.83 |
| | Study 2 | | | 17–62 | 39.85 | 8.61 | 0.85 |
| Marlowe Crowne Social Desirability | Study 1 | 33 | 33–66 | 35–63 | 48.51 | 4.93 | 0.74 |
| | Study 2 | | | 77–189 | 127.38 | 20.09 | 0.80 |
| BIDR | | | | | | | |
| Impression Management | Study 2 | 20 | 0–20 | 0–16 | 5.80 | 3.56 | 0.75 |
| Eating Disorder Inventory | | | | | | | |
| Drive for Thinness | Study 1 | 7 | 0–21 | 7–21 | 4.67 | 5.49 | 0.87 |
| Bulimia | Study 1 | 7 | 0–21 | 0–17 | 1.73 | 2.89 | 0.74 |
| Body Dissatisfaction | Study 1 | 9 | 0–27 | 0–27 | 9.03 | 7.52 | 0.91 |
| Ineffectiveness | Study 1 | 10 | 0–30 | 0–30 | 3.05 | 4.31 | 0.86 |
| Perfectionism | Study 1 | 6 | 0–18 | 0–17 | 5.93 | 4.03 | 0.71 |
| Interpersonal Distrust | Study 1 | 7 | 0–21 | 0–21 | 3.33 | 3.55 | 0.79 |
| Interceptive Awareness | Study 1 | 10 | 0–30 | 0–25 | 3.41 | 4.44 | 0.81 |
| Maturity Fears | Study 1 | 8 | 0–24 | 0–24 | 4.53 | 4.50 | 0.82 |
| Michigan Alcohol Screening Test—S | Study 1 | 13 | 0–13 | 0–9 | 0.00 | 19.74 | 0.88 |
| Symptom Checklist 90 | | | | | | | |
| Somatization | Study 1 | 12 | 12–60 | 12–53 | 23.54 | 8.82 | 0.89 |
| Obsessive Compulsive | Study 1 | 10 | 10–50 | 10–50 | 22.58 | 7.81 | 0.87 |
| Interpersonal Sensitivity | Study 1 | 9 | 9–45 | 9–42 | 18.62 | 7.39 | 0.88 |
| Depression | Study 1 | 12 | 12–60 | 12–54 | 25.87 | 9.89 | 0.91 |
| Anxiety | Study 1 | 10 | 10–50 | 10–45 | 18.85 | 7.43 | 0.88 |
| Hostility-Anger | Study 1 | 6 | 6–30 | 6–25 | 11.58 | 4.49 | 0.79 |

(Continued)

Table 1 (cont.)

| Scale | | # of items | Possible Range | Observed Range | Mean | SD | Alpha |
|--------------------------------------|---------|---------------|-------------------|-------------------|-------|------|-------|
| Phobic Anxiety | Study 1 | 7 | 7–35 | 7–25 | 10.27 | 4.38 | 0.82 |
| Paranoid Ideation | Study 1 | 6 | 6–30 | 6–26 | 12.27 | 4.75 | 0.80 |
| Psychoticism | Study 1 | 10 | 10–50 | 10–41 | 17.75 | 7.67 | 0.86 |
| MCMI-III | | | | | | | |
| <i>Clinical Personality</i> | | | | | | | |
| <i>Patterns</i> | | | | | | | |
| Schizoid | Study 2 | 16 | 0–23 | 0–17 | 4.43 | 3.75 | 0.69 |
| Avoidant | Study 2 | 16 | 0–24 | 0–23 | 4.65 | 4.86 | 0.81 |
| Depressive | Study 2 | 15 | 0–23 | 0–22 | 5.23 | 5.28 | 0.85 |
| Dependent | Study 2 | 16 | 0–24 | 0–22 | 6.93 | 5.00 | 0.76 |
| Histrionic | Study 2 | 17 | 0–24 | 3–24 | 17.09 | 5.33 | 0.80 |
| Narcissistic | Study 2 | 24 | 0–32 | 0–27 | 15.45 | 4.52 | 0.67 |
| Antisocial | Study 2 | 17 | 0–24 | 0–18 | 6.48 | 4.16 | 0.69 |
| Sadist (Aggressive) | Study 2 | 20 | 0–27 | 0–21 | 7.33 | 5.10 | 0.77 |
| Compulsive | Study 2 | 17 | 0–25 | 2–25 | 13.69 | 4.80 | 0.67 |
| Negativistic (Passive-Aggressive) | Study 2 | 16 | 0–26 | 0–22 | 7.63 | 5.19 | 0.76 |
| Masochistic (Self-Defeating) | Study 2 | 15 | 0–22 | 0–19 | 3.27 | 4.05 | 0.81 |
| <i>Severe Personality</i> | | | | | | | |
| <i>Pathology</i> | | | | | | | |
| Schizotypal | Study 2 | 16 | 0–25 | 0–20 | 4.38 | 4.30 | 0.77 |
| Borderline | Study 2 | 16 | 0–25 | 0–22 | 6.10 | 4.99 | 0.77 |
| Paranoid | Study 2 | 17 | 0–26 | 0–22 | 5.42 | 4.80 | 0.77 |
| <i>Clinical Syndromes</i> | | | | | | | |
| Anxiety | Study 2 | 14 | 0–20 | 0–17 | 4.49 | 3.85 | 0.74 |
| Somatoform | Study 2 | 12 | 0–17 | 0–12 | 3.81 | 3.36 | 0.72 |
| Bipolar: Manic | Study 2 | 13 | 0–18 | 0–17 | 7.21 | 3.59 | 0.68 |
| Dysthymia | Study 2 | 14 | 0–20 | 0–19 | 3.73 | 4.29 | 0.82 |
| Alcohol Dependence | Study 2 | 15 | 0–21 | 0–16 | 3.72 | 2.92 | 0.66 |
| Drug Dependence | Study 2 | 14 | 0–20 | 0–17 | 3.59 | 2.86 | 0.68 |
| Post-Traumatic Stress Disorder | Study 2 | 16 | 0–21 | 0–18 | 3.79 | 4.04 | 0.82 |

(Continued)

Table 1 (cont.)

| Scale | | # of items | Possible Range | Observed Range | Mean | SD | Alpha |
|---|---------|------------|----------------|----------------|-------|-------|-------|
| <i>Severe Clinical Syndromes</i> | | | | | | | |
| Thought Disorder | Study 2 | 17 | 0–23 | 0–22 | 5.20 | 4.56 | 0.81 |
| Major Depression | Study 2 | 17 | 0–23 | 0–20 | 3.93 | 4.01 | 0.81 |
| Delusional Disorder | Study 2 | 13 | 0–17 | 0–12 | 2.13 | 2.24 | 0.61 |
| Rosenberg | | | | | | | |
| Self-Esteem Scale | | | | | | | |
| Self-Esteem | Study 1 | 10 | 10–50 | 14–50 | 38.06 | 6.66 | 0.88 |
| | Study 2 | | | 18–50 | 39.54 | 6.86 | 0.89 |
| Stability of Self-Esteem | Study 1 | 5 | 5–25 | 5–25 | 14.36 | 3.65 | 0.77 |
| | Study 2 | | | 6–25 | 15.71 | 4.02 | 0.79 |
| Mini-Marker | | | | | | | |
| Extra version | Study 2 | 8 | | 12–56 | 38.09 | 9.25 | 0.86 |
| Agreeableness | Study 2 | 8 | | 15–56 | 46.06 | 6.63 | 0.84 |
| Conscientiousness | Study 2 | 8 | 8–56 | 19–56 | 41.00 | 7.57 | 0.82 |
| Emotional Stability | Study 2 | 8 | | 8–56 | 35.00 | 8.65 | 0.81 |
| Openness to Experience | Study 2 | 8 | | 21–56 | 42.14 | 6.77 | 0.78 |
| Brief Perfectionism Scale | Study 2 | 7 | 7–49 | 8–46 | 25.74 | 8.53 | 0.86 |
| Multidimensional Perfectionism Scale | | | | | | | |
| Self oriented perfectionism | Study 1 | 15 | 7–105 | 30–99 | 66.59 | 15.09 | 0.86 |
| | Study 2 | | | 21–105 | 68.07 | 16.09 | 0.89 |
| Other oriented perfectionism | Study 1 | 15 | 7–105 | 19–85 | 58.07 | 11.06 | 0.71 |
| | Study 2 | | | 24–90 | 56.29 | 10.89 | 0.72 |
| Socially oriented perfectionism | Study 1 | 15 | 7–105 | 21–85 | 53.72 | 12.97 | 0.81 |
| | Study 2 | | | 19–94 | 54.26 | 14.01 | 0.85 |
| Family Environment Scale | | | | | | | |
| Family Cohesiveness | Study 1 | 9 | 9–36 | 12–36 | 27.29 | 5.07 | 0.82 |
| Family Conflict | Study 1 | 9 | 9–36 | 9–34 | 20.26 | 5.38 | 0.82 |

(Continued)

Table 1 (cont.)

| Scale | | # of items | Possible Range | Observed Range | Mean | SD | Alpha |
|--|---------|---------------|-------------------|-------------------|-------|-------|-------|
| Close Relationship Questionnaire | | | | | | | |
| Avoidant | Study 1 | 1 | 1–7 | 1–7 | 3.37 | 1.95 | – |
| | Study 2 | | | 1–7 | 2.94 | 1.98 | |
| Anxious-Ambivalent | Study 1 | 1 | 1–7 | 1–7 | 3.49 | 1.9 | – |
| | Study 2 | | | 1–7 | 2.83 | 1.87 | |
| Secure | Study 1 | 1 | 1–7 | 1–7 | 4.37 | 1.84 | – |
| | Study 2 | | | 1–7 | 4.78 | 1.82 | |
| Empathy- Interpersonal Reactivity Index | | | | | | | |
| Perspective Taking | Study 1 | 7 | 7–35 | 7–35 | 24.35 | 4.77 | 0.74 |
| | Study 2 | | | 9–35 | 24.36 | 4.88 | 0.75 |
| Empathic Concern | Study 1 | 7 | 7–35 | 15–35 | 28.03 | 4.15 | 0.70 |
| | Study 2 | | | 11–35 | 28.62 | 4.46 | 0.77 |
| Personal Distress | Study 1 | 10 | 10–50 | 12–47 | 29.27 | 6.13 | 0.76 |
| | Study 2 | | | 14–46 | 29.46 | 5.62 | 0.68 |
| Anger Response Inventory | | | | | | | |
| Total Anger Arousal | Study 1 | 23 | 23–115 | 47–112 | 89.54 | 10.94 | 0.85 |
| | Study 2 | | | 40–111 | 85.47 | 13.64 | 0.92 |
| Intentions | | | | | | | |
| Constructive Intentions | Study 1 | 23 | 23–115 | 34–115 | 93.82 | 13.59 | 0.88 |
| | Study 2 | | | 34–115 | 87.02 | 17.60 | 0.93 |
| Malevolent Intentions | Study 1 | 23 | 23–115 | 27–111 | 69.81 | 17.64 | 0.92 |
| | Study 2 | | | 23–110 | 65.04 | 20.12 | 0.95 |
| Fractious | Study 1 | 23 | 23–115 | 25–115 | 75.10 | 19.84 | 0.93 |
| | Study 2 | | | 25–113 | 70.75 | 20.55 | 0.95 |
| Maladaptive Responses | | | | | | | |
| Direct Physical Aggression | Study 1 | 7 | 7–35 | 7–28 | 10.97 | 3.84 | 0.70 |
| | Study 2 | | | 7–28 | 11.55 | 4.59 | 0.79 |
| Direct Verbal Aggression | Study 1 | 8 | 8–40 | 8–39 | 18.20 | 6.15 | 0.71 |
| | Study 2 | | | 8–36 | 16.70 | 6.39 | 0.79 |

(Continued)

Table 1 (cont.)

| Scale | | # of items | Possible Range | Observed Range | Mean | SD | Alpha |
|---|---------|---------------|-------------------|-------------------|-------|------|-------|
| Direct Symbolic Aggression | Study 1 | 7 | 7–35 | 7–30 | 13.85 | 4.84 | 0.65 |
| | Study 2 | | | 7–32 | 13.90 | 5.74 | 0.79 |
| Indirect Harm | Study1 | 11 | 11–55 | 11–40 | 21.15 | 5.98 | 0.70 |
| | Study 2 | | | 11–45 | 21.60 | 6.84 | 0.78 |
| Malediction | Study 1 | 10 | 10–50 | 10–47 | 24.48 | 6.55 | 0.67 |
| | Study 2 | | | 10–46 | 24.02 | 7.44 | 0.76 |
| Displaced Physical Aggression | Study 1 | 7 | 7–35 | 7–23 | 8.83 | 2.76 | 0.69 |
| | Study 2 | | | 7–25 | 9.75 | 4.22 | 0.85 |
| Displaced Verbal Aggression | Study 1 | 7 | 7–35 | 7–26 | 11.56 | 3.98 | 0.66 |
| | Study 2 | | | 7–25 | 11.34 | 4.29 | 0.79 |
| Displaced Aggression-Object | Study 1 | 8 | 8–40 | 8–26 | 11.68 | 4.20 | 0.73 |
| | Study 2 | | | 8–40 | 12.24 | 5.82 | 0.88 |
| Self-Directed Aggression | Study 1 | 9 | 9–45 | 9–41 | 22.45 | 6.54 | 0.72 |
| | Study 2 | | | 9–40 | 21.82 | 6.40 | 0.73 |
| Anger Held In | Study 1 | 10 | 10–50 | 10–44 | 25.90 | 6.74 | 0.70 |
| | Study 2 | | | 10–43 | 24.22 | 7.28 | 0.79 |
| <i>Adaptive Responses</i> | | | | | | | |
| Communicate with Target | Study1 | 11 | 11–55 | 20–55 | 42.92 | 6.98 | 0.76 |
| | Study 2 | | | 19–55 | 41.15 | 7.60 | 0.80 |
| Constructive Action | Study 1 | 10 | 10–50 | 26–49 | 38.67 | 4.41 | 0.39 |
| | Study 2 | | | 22–50 | 38.06 | 5.01 | 0.55 |
| <i>Escapist-Diffusing Behaviors</i> | | | | | | | |
| Diffusion of Anger | Study 1 | 7 | 7–35 | 10–35 | 23.02 | 4.79 | 0.57 |
| | Study 2 | | | 10–35 | 22.94 | 4.66 | 0.57 |
| Minimization | Study 1 | 8 | 8–40 | 8–36 | 21.55 | 4.73 | 0.46 |
| | Study 2 | | | 10–36 | 21.88 | 4.69 | 0.75 |
| Removal | Study 1 | 7 | 7–35 | 7–34 | 19.50 | 4.47 | 0.49 |
| | Study 2 | | | 9–30 | 19.52 | 4.33 | 0.49 |
| Doing Nothing | Study 1 | 9 | 9–45 | 10–39 | 24.66 | 5.12 | 0.49 |
| | Study 2 | | | 11–40 | 26.11 | 5.29 | 0.51 |

(Continued)

Table 1 (cont.)

| Scale | | # of items | Possible Range | Observed Range | Mean | SD | Alpha |
|---|---------|------------|----------------|----------------|--------|-------|-------|
| <i>Cognitive Reappraisals</i> | | | | | | | |
| Target's Role | Study 1 | 12 | 12–60 | 18–58 | 38.37 | 6.81 | 0.68 |
| Self's Role | Study 2 | | | 40–58 | 38.02 | 7.53 | 0.75 |
| | Study 1 | 10 | 10–50 | 10–46 | 28.10 | 6.59 | 0.73 |
| | Study 2 | | | 12–46 | 27.73 | 6.52 | 0.75 |
| <i>Long-Term Consequences</i> | | | | | | | |
| For Self | Study 1 | 21 | 21–105 | 31–105 | 74.93 | 14.49 | 0.93 |
| | Study 2 | | | 24–105 | 76.61 | 16.22 | 0.95 |
| For Target | Study 1 | 21 | 21–105 | 29–105 | 67.86 | 12.17 | 0.88 |
| | Study 2 | | | 23–105 | 71.50 | 14.78 | 0.94 |
| For Relationship | Study 1 | 15 | 15–75 | 20–75 | 46.91 | 11.02 | 0.89 |
| | Study 2 | | | 16–75 | 50.82 | 12.08 | 0.92 |
| Total | Study 1 | 29 | 29–145 | 41–144 | 96.68 | 17.19 | 0.96 |
| | Study 2 | | | 33–145 | 101.35 | 20.73 | 0.98 |
| Multidimensional Forgiveness Inventory | | | | | | | |
| Forgive Others | Study 2 | 8 | 8–40 | 10–40 | 23.94 | 5.70 | 0.78 |
| Ask for Forgiveness | Study 2 | 8 | 8–40 | 8–40 | 33.27 | 6.27 | 0.83 |
| Forgive Self | Study 2 | 8 | 8–40 | 8–38 | 21.92 | 5.89 | 0.79 |
| TOSCA | | | | | | | |
| Shame-Proneness | Study 1 | 16 | 16–80 | 20–71 | 44.25 | 9.42 | 0.76 |
| | Study 2 | | | 19–71 | 47.29 | 9.70 | 0.77 |
| Guilt-Proneness | Study 1 | 16 | 16–80 | 44–80 | 62.87 | 6.99 | 0.70 |
| | Study 2 | | | 37–80 | 64.65 | 7.70 | 0.75 |
| Externalization | Study 1 | 16 | 16–80 | 18–61 | 37.96 | 7.78 | 0.66 |
| | Study 2 | | | 22–67 | 38.83 | 9.17 | 0.75 |

Study 1 $n = 200$ –351 except MAST and GPA, $n = 140$ –157.

Study 2 $n = 200$ –254 except MC, $n = 105$.

interoceptive awareness, and maturity fears. Thus, people who are high in self-control report fewer eating disorder symptoms and fewer of the cognitive patterns that have been linked to eating disorders.

Alcohol abuse is another commonly bemoaned manifestation of deficient impulse control among university students. Study 1

Table 2
Relationship of Self-Control to GPA, Eating Disorders, and Alcoholism

| | Bivariate Correlations | | Controlling for Marlowe-Crowne | | Controlling for BDR | |
|--|---------------------------|----------------------------|--------------------------------|----------------------------|---------------------------|----------------------------|
| | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure |
| Marlowe Crowne | | | | | | |
| Study 1 | .56*** | .54*** | — | — | — | — |
| Study 2 | .60*** | .59*** | — | — | — | — |
| BDR | | | | | | |
| Study 2 | .57*** | .55*** | — | — | — | — |
| Study 1 | .39*** | .39*** | .32*** | .32*** | — | — |
| Study 2 | .19** | .15* | .23** | .18 | .16* | .11 |
| Eating Disorder Inventory | | | | | | |
| Drive for Thinness | — | — | — | — | — | — |
| Study 1 | -.34*** | -.37*** | -.31*** | -.35*** | — | — |
| Bulimia | -.36*** | -.35*** | -.30*** | -.28*** | — | — |
| Study 1 | -.37*** | -.40*** | -.33*** | -.34*** | — | — |
| Body Dissatisfaction | — | — | — | — | — | — |
| Study 1 | -.41*** | -.44*** | -.35*** | -.39*** | — | — |
| Ineffectiveness | .06 | .08 | .01 | .04 | — | — |
| Study 1 | -.22*** | -.25*** | -.14** | -.21*** | — | — |
| Interpersonal Distrust | -.48*** | -.51*** | -.43*** | -.47*** | — | — |
| Study 1 | -.13* | -.16* | -.22*** | -.23*** | — | — |
| Maturity Fears | — | — | — | — | — | — |
| Michigan Alcohol Screening Test | | | | | | |
| Alcoholism | -.31*** | -.32*** | -.26** | -.26** | — | — |

Study 1 $n = 200-346$, except for analysis involving MAST and GPA $n = 140-157$.

Study 2 $n = 200-255$, except for analysis involving MC, $n = 98-105$

* $p < .05$. ** $p < .01$. *** $p < .001$.

participants completed the SMAST, which assesses markers commonly associated with alcohol abuse such as alcohol-related arrests, problems at work, concerned friends or relatives, and binge drinking. Scores on the alcohol screening inventory were significantly negatively correlated with both Total and Brief SCS scores. In short, high self-control is linked to a relative absence of problem drinking patterns.

Again, the link between low self-control and both eating problems and problematic drinking patterns held when controlling for social desirability. Thus, these correlations do not simply reflect method variance or response bias.

Psychological Adjustment and Self-Esteem

We hypothesized that self-control would be associated with positive psychological adjustment. This hypothesis was confirmed. As shown in Table 3, both Total and Brief SCS scores were significantly negatively correlated with all measures of psychological symptoms from the SCL-90, including somatization, obsessive-compulsive patterns, depression, anxiety, hostile, anger, phobic anxiety, paranoid ideation, and psychoticism. Again, these findings were robust with respect to social desirability.

A second set of analyses was conducted to evaluate a competing hypothesis of a curvilinear relationship between self-control and psychological adjustment. Do very high scores on the Self-Control Scale reflect tendencies toward overcontrol, contributing perhaps to a distinctive set of psychopathologies? Based on the present data, the answer is no. In a series of regression analyses, no significant change in R^2 was associated with squared terms entered following each SCL-90 subscale. These would detect any signs of curvilinearity in the data, beyond the basic linear effect we already reported. The failure of these analyses to yield significant improvements in prediction suggests that self-control is beneficial and adaptive in a linear fashion. We found no evidence that any psychological problems are linked to high self-control.

To assess the relationship between self-control and psychological adjustment further, in Study 2 we used the MCMI-III, a more detailed measure of psychopathology, assessing both Axis I and Axis II syndromes described in the DSM-IV. Here, too, both Total and Brief SCS scores were substantially negatively related with the broad range of personality and psychopathology symptom clusters,

Table 3
Relationship of Self-Control to Psychological Adjustment and Self-Esteem

| | | Bivariate Correlations | | | Controlling for Marlowe-Crowne | | | Controlling for BIDR | | |
|-------------------------------|---------|---------------------------|----------------------------|---------------------------|--------------------------------|---------------------------|----------------------------|---------------------------|----------------------------|---|
| | | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure | |
| | | | | | | | | | | |
| SCL-90 | | | | | | | | | | |
| Somatization | Study 1 | -.39*** | -.35*** | -.31*** | -.26*** | — | — | — | — | — |
| Obsessive-Compulsive | Study 1 | -.42*** | -.41*** | -.33*** | -.32*** | — | — | — | — | — |
| Interpersonal Sensitivity | Study 1 | -.36*** | -.33*** | -.27** | -.24** | — | — | — | — | — |
| Depression | Study 1 | -.41*** | -.38*** | -.34*** | -.32*** | — | — | — | — | — |
| Anxiety | Study 1 | -.36*** | -.34*** | -.33*** | -.30*** | — | — | — | — | — |
| Hostility-Anger | Study 1 | -.40*** | -.34*** | -.27** | -.22** | — | — | — | — | — |
| Phobic Anxiety | Study 1 | -.30*** | -.25** | -.25** | -.19* | — | — | — | — | — |
| Paranoid Ideation | Study 1 | -.29*** | -.25*** | -.22** | -.17* | — | — | — | — | — |
| Psychoticism | Study 1 | -.33*** | -.28*** | -.25** | -.20* | — | — | — | — | — |
| MCMII-III | | | | | | | | | | |
| Clinical Personality Patterns | | | | | | | | | | |
| Schizoid | Study 2 | -.18** | -.16* | -.07 | -.10 | -.08 | -.05 | — | — | — |
| Avoidant | Study 2 | -.27*** | -.25*** | -.17 | -.17 | -.17 | -.15* | — | — | — |
| (Continued) | | | | | | | | | | |

(Continued)

Table 3 (cont.)

| Bivariate Correlations | | | Controlling for Marlowe-Crowne | | | Controlling for BIDR | | |
|-------------------------------------|----------------------------|---------|--------------------------------|----------------------------|---------|---------------------------|----------------------------|--|
| Full Self-Control Measure | Brief Self-Control Measure | | Full Self-Control Measure | Brief Self-Control Measure | | Full Self-Control Measure | Brief Self-Control Measure | |
| Depressive | Study 2 | -.39*** | -.35*** | -.29** | -.26** | -.35*** | -.30*** | |
| Dependent | Study 2 | -.43*** | -.38*** | -.35*** | -.30** | -.36*** | -.30*** | |
| Histrionic | Study 2 | .09 | .09 | .01 | .04 | .06 | .05 | |
| Narcissistic | Study 2 | .01 | .01 | .06 | .06 | .06 | .05 | |
| Antisocial | Study 2 | -.62*** | -.58*** | -.51*** | -.49*** | .50*** | -.45*** | |
| Sadist (Aggressive) | Study 2 | -.48*** | -.43*** | -.36*** | -.33*** | -.32*** | -.27*** | |
| Compulsive | Study 2 | .65*** | .61*** | .53*** | .53*** | .56*** | .50*** | |
| Negativistic (Passive-Aggressive) | Study 2 | -.57*** | -.48*** | -.42*** | -.35*** | -.46*** | -.36*** | |
| Masochistic (Self-Defeat) | Study 2 | -.35*** | -.32*** | -.21* | -.19 | -.29*** | -.25*** | |
| <i>Severe Personality Pathology</i> | | | | | | | | |
| Schizotypal | Study 2 | -.36*** | -.31*** | -.25** | -.20* | -.28*** | -.22*** | |
| Borderline | Study 2 | -.65*** | -.58*** | -.57*** | -.50*** | -.57*** | -.48*** | |
| Paranoid | Study 2 | -.31*** | -.27*** | -.25* | -.26** | -.20** | -.16* | |

Study 1 $n = 339-347$, except for analysis involving SCL-90, $n = 151-154$.

Study 2 $n = 254$, except for analysis involving MC, $n = 101$.

* $p < .05$. ** $p < .01$. *** $p < .001$.

with the exception of Histrionic, Narcissistic, and Compulsive Clinical Personality Patterns. This pattern of results is consistent with Millon et al.'s (1997) findings that these three scales tend to be *negatively* correlated with other measures of psychopathology, such as the Beck Depression Inventory, the State-Trait Anxiety Scales, and the SCL-90 scales. The MCMI-III Compulsive Scale, in particular, appears to tap an adaptive trait of conscientiousness, rather than pathological compulsive tendencies. Thus, it is not surprising that the MCMI-III Compulsive Scale correlated positively and substantially with the Total and Brief SCS scores. These findings involving the MCMI-III held when social desirability was partialled out.

Self-esteem is often taken as a measure of adjustment (e.g., Heilbrun, 1981; Kahle, Kulka, & Klingel, 1980; Whitley, 1983), although some authors have questioned this practice, suggesting that excesses of self-esteem can be detrimental. Still, the Rosenberg (1965) self-esteem scale (which we used) seems well designed to capture simple self-acceptance without registering inflated or narcissistic views of self, and so it may be better suited than other self-esteem scales to measure adjustment. In any case, we found a significant positive correlation between self-control and the Rosenberg self-esteem scale. Stability of self-esteem was also correlated with self-control. In each case, the findings replicated across studies, were observed for both Total and Brief SCS scores, and held when controlling for social desirability using the Marlowe-Crowne (Studies 1 and 2) and the BIDR (Study 2). Thus, people with high self-control apparently accept themselves as valuable, worthy individuals and are relatively well able to sustain this favorable view of self across time and circumstances.

Related Personality Features

We also examined the relationship of self-control to two key personality features theoretically related to the propensity for self-control—conscientiousness (as part of the Big Five personality factors) and perfectionism. As shown in Table 4, self-control was substantially positively correlated with conscientiousness, as predicted. In addition, the capacity for self-control was associated with emotional stability and (to a somewhat lesser degree) agreeableness.

Table 4
Relationship of Self-Control to the Big Five and Perfectionism

| | | Bivariate Correlations | | Controlling for Marlowe-Crowne | | Controlling for BIDR | |
|---|---------|---------------------------|----------------------------|--------------------------------|----------------------------|---------------------------|----------------------------|
| | | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure |
| Mini Marker | | | | | | | |
| Extraversion | Study 2 | .09 | .11 | .05 | .09 | .07 | .09 |
| Agreeableness | Study 2 | .29*** | .29*** | -.05 | -.01 | .12 | .12 |
| Conscientiousness | Study 2 | .54*** | .48*** | .49*** | .43*** | .47*** | .39 |
| Emotional Stability | Study 2 | .50*** | .42*** | .42*** | .29*** | .39*** | .30 |
| Openness to Experience | Study 2 | .04 | .05 | -.02 | .01 | -.06 | -.04 |
| Brief Perfectionism Scale | | | | | | | |
| Study 2 | Study 2 | .15 | .10 | .07 | .01 | .14 | .09 |
| Multidimensional Perfectionism Scale | | | | | | | |
| Self oriented perfectionism | Study 1 | .15 | .15 | .18* | .17* | — | — |
| | Study 2 | .23*** | .20** | .20* | .13 | .12 | .10 |
| Other oriented perfectionism | Study 1 | .13 | .18* | .15 | .20* | — | — |
| | Study 2 | .12 | .12 | .15 | .14 | .17** | .16* |
| Socially oriented perfectionism | Study 1 | -.31*** | -.29*** | -.21** | -.20* | — | — |
| | Study 2 | -.26*** | -.25*** | -.19 | -.21 | -.20** | -.19** |

Study 1 *n* = 146.

Study 2 *n* = 229–233, except for analysis involving MC and Self-Perfectionism, *n* = 101–105.

p* < .05. *p* < .01. ****p* < .001.

The links with conscientiousness and emotional stability were independent of social desirability.

In contrast, the SCS was less strongly linked to indices of perfectionism. Although at first glance perfectionism may appear to involve high levels of self-control (working doggedly in pursuit of perfection), one of the problems perfectionists often report is their inability to relax their perfectionistic standards—to take a break—when in reality a perfect product or performance is unnecessary.

Interpersonal Relations

We hypothesized that self-control would be associated with positive interpersonal relations. Theoretically, the link between self-control and interpersonal adjustment should be bi-directional. For example, in the context of the family, good family relations should improve the capacity for self-regulation (as compared to living in a dysfunctional, conflict-ridden family). Conversely, a strong capacity for self-control should enhance one's ability to get along well with others, leading to better family dynamics and relationships.

As predicted, participants who reported a positive family environment in their family of origin had higher self-control, compared to their peers from more dysfunctional families. Table 5 shows that self-control was positively correlated with family cohesion and negatively correlated with family conflict. We did not have the opportunity to replicate across samples. (The measure of family environment was included in Study 1 only.) But the effects were consistently significant when considering both Total and Brief SCS scores, and when controlling for social desirability.

Attachment style was also related to self-control (see Table 5). In both studies, a secure attachment style was positively correlated with the capacity for self-control (as measured by both Total and Brief SCS scores), consistent with the view that self-control strengthens and is strengthened by good, stable relationships. In contrast, avoidant and anxious-ambivalent attachment styles were negatively correlated with self-control. In Study 2, the findings were robust with respect to social desirability—as assessed by both the Marlowe-Crowne and BIDR. In Study 1, however, the relationship of self-control to avoidant and secure attachment did not hold when controlling for Marlowe-Crowne social desirability scores.

Table 5
Relationship of Self-Control to Family Cohesion and Conflict, Attachment, and Empathy

| | | Bivariate Correlations | | Controlling for Martowe-Crowne | | Controlling for BIDR | |
|---------------------------------|--------------------|---------------------------|----------------------------|--------------------------------|----------------------------|---------------------------|----------------------------|
| | | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure |
| Family Environment Scale | Family Cohesion | Study 1 | .38*** | | | | |
| | Family Conflict | Study 1 | -.37*** | .27** | .24** | - | - |
| Attachment | Avoidant | Study 1 | -.12* | -.04 | -.05 | - | - |
| | | Study 2 | -.20** | -.18 | -.26** | -.18** | -.21*** |
| Anxious- Ambivalent | | Study 1 | -.25*** | -.18** | -.15** | - | - |
| | | Study 2 | -.24*** | -.18 | -.13 | -.20*** | -.15* |
| Secure | | Study 1 | .16** | .06 | .07 | - | - |
| | | Study 2 | .26*** | .29** | .35*** | .22*** | .22*** |
| Empathy | Perspective Taking | Study 1 | .16** | -.02 | -.04 | - | - |
| | | Study 2 | .27*** | .10 | .16 | .11 | .09 |
| Empathic Concern | | Study 1 | -.03 | -.02 | -.22*** | - | - |
| | | Study 2 | .19** | -.14 | -.03 | .09 | .11 |
| Personal Distress | | Study 1 | -.28*** | -.29*** | -.33*** | - | - |
| | | Study 2 | -.18** | -.13* | -.21* | -.19** | -.13* |

Study 1 $n = 337-350$, except for analysis involving FES, $n = 150-153$.

Study 2 $n = 248-250$, except for analysis involving MC, $n = 99-100$.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Empathy—the ability to take another person’s perspective and to vicariously experience another’s emotion—is widely regarded as a fundamental social skill. A vast empirical literature indicates that empathy contributes to warm, close interpersonal relationships and inhibits interpersonal aggression (Eisenberg, 1986). As shown in Table 5, across both studies, Total and Brief SCS scores were positively correlated with perspective taking. Thus, self-control appears to facilitate the ability to step outside one’s own point of view and understand someone else’s concerns. Meanwhile, self-oriented personal distress, which has generally been linked to negative interpersonal outcomes, was consistently inversely correlated with self-control. In other words, people high in self-control do not tend to wallow in their own personal reactions to other people’s problems. No consistent pattern was observed for the empathic concern scale.

There were no effects of controlling for social desirability on the link between self-control and self-oriented personal distress. However, the findings involving perspective taking were less robust with respect to social desirability.

We also considered participants’ characteristic strategies for managing and expressing anger. When left unchanneled and unchecked, anger can be interpersonally harmful and disruptive, leading in some cases to aggression. As shown in Table 6, high levels of self-control were significantly related to a relative absence of anger in Study 1, with an analogous non-significant trend in Study 2. More importantly, self-control was strongly linked to people’s characteristic responses once angered. Specifically, high self-control was negatively correlated with malevolent and fractious intentions (e.g., wanting to vent or let off steam), and with outwardly directed aggression (physical, verbal, symbolic, indirect, and displaced) aggression. People with high self-control likewise showed low scores on anger held in, which indicates that they are relatively disinclined to ruminate about their anger and grow increasingly angry with such inward thoughts. They also reported relatively low tendencies to engage in self-directed aggression as a result of their anger. Rather, people with high self-control emerged from these data as inclined to take a more constructive approach to anger management, especially engaging in rational discussion of the matter with the target of their anger. Not surprisingly, self-control was positively correlated with beneficial (as opposed to harmful) long-term consequences of

Table 6
Relationship of Self-Control to Anger

| | Bivariate Correlations | | | Controlling for Mariowe-Crowne | | | Controlling for BIDR | | |
|---------------------------------|----------------------------------|-----------------------------------|---------|-----------------------------------|-----------------------------------|---------|----------------------------------|-----------------------------------|------|
| | Full Self- Control Measure | Brief Self- Control Measure | | Full Self- Control Measure | Brief Self- Control Measure | | Full Self- Control Measure | Brief Self- Control Measure | |
| Anger Response Inventory | | | | | | | | | |
| | | | Study 1 | -.22*** | -.21*** | -.13* | — | — | — |
| Total Anger Arousal | | | Study 2 | -.12 | -.09 | -.07 | -.05 | — | -.02 |
| <i>Intentions</i> | | | Study 1 | -.02 | -.04 | .03 | — | — | — |
| | | | Study 2 | .08 | -.09 | -.05 | -.04 | — | -.06 |
| Constructive Intentions | | | Study 1 | -.29*** | -.29*** | -.19*** | — | -.19*** | — |
| | | | Study 2 | -.20** | -.19** | .03 | .00 | .01 | |
| Malevolent Intentions | | | Study 1 | -.31*** | -.33*** | -.23*** | — | -.26*** | — |
| | | | Study 2 | -.24*** | -.21*** | -.11 | -.06 | — | -.03 |
| Fractious | | | | | | | | | |
| <i>Maladaptive Responses</i> | | | Study 1 | -.26*** | .24*** | -.21*** | — | -.19*** | — |
| | | | Study 2 | -.18** | -.15* | -.02 | .06 | .02 | .04 |
| Direct Physical Aggression | | | | | | | | | |
| Direct Verbal Aggression | | | Study 1 | -.32*** | -.23*** | -.21*** | — | -.17*** | — |
| | | | Study 2 | -.26*** | -.23*** | -.10 | -.07 | — | -.04 |

| | | | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|-------|-------|
| Direct Symbolic Aggression | Study 1 | -.34*** | -.29*** | -.25*** | -.20*** | - | - |
| | Study 2 | -.25*** | -.24*** | -.13 | -.14** | -.02 | -.02 |
| Indirect Harm | Study 1 | -.31*** | -.29*** | -.25*** | -.23*** | - | - |
| | Study 2 | -.28*** | -.25*** | -.10 | -.08 | -.08 | -.06 |
| Malediction | Study 1 | -.24*** | -.21*** | -.16** | -.14* | - | - |
| | Study 2 | -.33*** | -.31*** | -.07 | -.07 | -.16* | -.15* |
| Displaced Physical Aggression | Study 1 | -.18** | -.16** | -.16** | -.14** | - | - |
| | Study 2 | -.16* | -.13 | -.02 | .04 | .06 | .10 |
| Displaced Verbal Aggression | Study 1 | -.19*** | -.19*** | -.10 | -.12* | - | - |
| | Study 2 | -.27*** | -.23*** | -.13 | -.08 | -.04 | .00 |
| Displaced Aggression (Object) | Study 1 | -.25*** | -.25*** | -.17** | -.17*** | - | - |
| | Study 2 | -.13* | -.12 | -.03 | -.01 | .06 | .06 |
| Self-Directed Aggression | Study 1 | -.17** | -.19*** | -.20*** | -.23*** | - | - |
| | Study 2 | -.17** | -.16* | -.08 | -.10 | -.02 | -.01 |
| Anger Held In | Study 1 | -.35*** | -.37*** | -.25*** | -.28*** | - | - |
| | Study 2 | -.30*** | -.30*** | -.13 | -.22* | -.13 | -.14* |
| <i>Adaptive Behaviors</i> | | | | | | | |
| Communicate w/ Target | Study 1 | .23*** | .22*** | .12* | .08 | - | - |
| | Study 2 | .13* | .14* | -.10 | -.14 | .03 | .04 |
| Constructive Action | Study 1 | -.02 | -.03 | -.01 | -.03 | - | - |
| | Study 2 | -.02 | -.02 | -.06 | -.08 | -.06 | -.06 |

(Continued)

Table 6 (cont.)

| | Bivariate Correlations | | | Controlling for Mariowe-Crowne | | | Controlling for BIDR | | |
|-------------------------------------|----------------------------------|-----------------------------------|---------|-----------------------------------|-----------------------------------|--|----------------------------------|-----------------------------------|--|
| | Full Self- Control Measure | Brief Self- Control Measure | | Full Self- Control Measure | Brief Self- Control Measure | | Full Self- Control Measure | Brief Self- Control Measure | |
| <i>Escapist-Diffusing Behaviors</i> | Study 1 | -.09 | -.10 | -.13* | -.15** | | — | — | |
| | Study 2 | -.02 | -.06 | -.09 | -.18 | | -.05 | -.09 | |
| | Study 1 | .01 | -.02 | -.08 | -.11* | | — | — | |
| | Study 2 | -.03 | -.05 | .03 | -.03 | | .05 | .02 | |
| | Study 1 | -.01 | -.04 | -.05 | -.08 | | — | — | |
| | Study 2 | .01 | .03 | -.01 | .00 | | .08 | .10 | |
| Doing Nothing | Study 1 | -.06 | -.07 | -.17*** | -.18*** | | — | — | |
| | Study 2 | -.01 | .00 | .01 | .04 | | .00 | .01 | |
| <i>Cognitive Reappraisals</i> | Study 1 | .01 | .00 | -.08 | -.09 | | — | — | |
| | Study 2 | .11 | .11 | .05 | .03 | | .06 | .05 | |
| Self's Role | Study 1 | -.18*** | -.17*** | -.21 | -.20*** | | — | — | |
| | Study 2 | -.04 | -.03 | -.15 | -.18 | | .00 | .02 | |

Long-Term Consequences

| | | | | | | | |
|------------------|---------|--------|--------|-------|-------|-----|-----|
| For Self | Study 1 | .17*** | .19*** | .12* | .14** | — | — |
| | Study 2 | .16* | .15* | — .10 | .10 | .05 | .04 |
| For Target | Study 1 | .17*** | .20*** | .13* | .16** | — | — |
| | Study 2 | .13 | .11 | — .11 | — .13 | .01 | .00 |
| For Relationship | Study 1 | .23*** | .24*** | .15** | .16** | — | — |
| | Study 2 | .16* | .14* | — .15 | — .15 | .03 | .02 |
| Total | Study 1 | .21*** | .23*** | .14** | .17** | — | — |
| | Study 2 | .16* | .14* | — .12 | — .13 | .03 | .02 |

Study 1 $n = 342$ –351.

Study 2 $n = 224$ –227, except for analysis involving MC, $n = 99$.

* $p < .05$. ** $p < .01$. *** $p < .001$.

interpersonal episodes of anger. There was no consistent relationship between self-control and the use of escapist-diffusing strategies, nor cognitive reappraisals of the anger eliciting event.

Insofar as communication seems a constructive way to deal with anger and hence likely to prove beneficial to interpersonal relationships in times of conflict, these findings provide further support for the view that self-control is linked to beneficial interpersonal patterns. The fact that self-control was negatively correlated with holding anger in (and with self-directed aggression) is another indication that the benefits of self-control are linear rather than curvilinear. If overcontrol were a source of problems and pathologies, then people with high self-control would likely suffer from the problematic patterns of holding anger inside themselves. In fact, however, the opposite was found, and so the overcontrol hypothesis did not receive support.

In general, the bivariate correlations with indices of anger management replicated across the two studies. Regarding social desirability, these links between self-control and constructive anger management held in Study 1 when controlling for the Marlowe-Crowne. The Study 2 findings were less robust with respect to social desirability, in many cases dropping below significance when partialing out Marlowe-Crowne or BIDR scores.

Self-control was less clearly linked to people's inclination to forgive others. There was a very modest positive correlation between Total Self-Control scores and participants' propensity to forgive others (Table 7), but this finding dropped below significance when controlling for social desirability.³

Moral Emotions

Last, we considered the implications of self-control for people's reaction to their own transgressions. In the course of daily life, in spite of their best efforts at self-control, people inevitably sin and transgress, at least on occasion. An important component of interpersonal adjustment is the manner in which people manage their failures and transgressions. As shown in Table 8 across both studies and when considering both the Total and Brief SCS scores, people high in self-control exhibited an adaptive moral emotional

3. We also examined parents' and friends' reports of the participants' forgiveness and empathy. No consistent findings emerged.

Table 7
Relationship of Self-Control to Forgiveness

| | | Bivariate Correlations | | Controlling for Marlowe-Crowne | | Controlling for BIDR | |
|---|---------|---------------------------|----------------------------|--------------------------------|----------------------------|---------------------------|----------------------------|
| | | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure |
| Multidimensional Forgiveness Inventory | | | | | | | |
| Forgive Others | Study 2 | .15* | .08 | .07 | -.01 | .09 | .01 |
| Ask for Forgiveness | Study 2 | .08 | .05 | .05 | -.01 | .06 | .03 |
| Forgive Self | Study 2 | -.11 | -.17** | .04 | .03 | .00 | -.07 |

Study 2 $n = 249-252$, except for analysis involving MC $n = 96-99$.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 8
Relationship of Self-Control to Shame-Proneness & Guilt Proneness

| | | Bivariate Correlations | | Controlling for Martowe-Crowne | | | Controlling for BIDR | |
|-------|-----------------|---------------------------|----------------------------|--------------------------------|----------------------------|---------------------------|----------------------------|-------|
| | | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure | Full Self-Control Measure | Brief Self-Control Measure | |
| TOSCA | Shame-Proneness | Study 1 | -.33*** | -.35*** | -.30*** | -.32*** | — | — |
| | | Study 2 | -.26*** | -.22*** | -.01 | .01 | -.19** | -.14* |
| | Guilt-Proneness | Study 1 | .13* | .13* | -.01 | -.01 | — | — |
| | | Study 2 | .30*** | .27*** | .26** | .13 | .13* | .09 |
| | Externalization | Study 1 | -.13* | -.14** | -.11* | -.13* | — | — |
| | | Study 2 | -.23*** | -.23*** | -.10 | -.13 | -.09 | -.09 |

Study 1 *n* = 342.

Study 2 *n* = 249–252, except for analysis involving MC, *n* = 100.

p* < .05. *p* < .01. ****p* < .001.

style, scoring relatively low in shame and high in “shame-free” guilt. In addition, high self-control individuals are inclined to take responsibility for their transgressions (rather than externalizing blame, or minimizing the importance of the transgression). In short, having done wrong, high self-control people are inclined to focus on the effects of their behavior, and, in doing so, are inclined toward making amends. In contrast, low self-control individuals are more apt to experience painful feelings of shame—a moral emotion that often provokes defensiveness and denial, rather than repair and redemption. These findings partially held when social desirability was factored out.

DISCUSSION

The two goals of this paper were to provide evidence for the psychological benefits and advantages of self-control and, in order to accomplish that, to develop a trait scale to assess individual differences in self-control. The results suggest that our scale performs well as a trait measure and that self-control is indeed linked to a broad range of positive outcomes. We shall discuss these two separately.

Benefits of Self-Control

A main purpose of this work was to test the hypothesis that self-control would be correlated with a range of positive, desirable outcomes. The present data provide strong and extensive support for this view.

First, people with high self-control had better grades, as compared with people low in self-control. Advocates of self-discipline have long speculated that it will produce better performance. For example, people with poor self-control may procrastinate on tasks, which often leads to poorer performance and lower grades (Tice & Baumeister, 1997). Although the current data are correlational, precluding strong causal conclusions, the results are consistent with the view that high self-control fosters strong academic performance.

Second, people with high self-control showed fewer impulse control problems, including binge eating and alcohol abuse. Third, they showed better psychological adjustment, as assessed by a self-report measure of psychopathological symptoms including somatization, obsessive-compulsive patterns, depression, anxiety, hostile

anger, phobic anxiety, paranoid ideation, and psychoticism. They also had higher self-acceptance or self-esteem, which is often regarded as a vital aspect of mental health and adjustment on theoretical grounds (e.g., Bednar, Wells, & Peterson, 1989; Mruk, 1995; Taylor & Brown, 1988) and indeed often measured as a presumptive index of adjustment (e.g., Heilbrun, 1981; Kahle, Kulka, & Klingel, 1980; Whitley, 1983). High self-control is thus linked to a broad range of positive outcomes for the individual.

Fourth, high self-control was correlated with better interpersonal relationships, as indicated by better family cohesion and less family conflict. People with high self-control also had a more secure attachment style and were less prone to the more problematic attachment styles (such as avoidant or anxious/ambivalent). Their empathy scores appeared optimal for interpersonal functioning: High self-control predicted better perspective-taking and less proneness to wallow in personal distress, both of which patterns have been associated with better interpersonal outcomes (see Davis & Oathout, 1987; Leith & Baumeister, 1998). In addition, people with high self-control reported less anger and better management of anger when they do get angry.

Last, people with high self-control reported more guilt and less shame than other people. Recent research has repeatedly established the individually and interpersonally beneficial aspects of guilt as well as the destructive, divisive effects of shame (Tangney, 1991, 1995a; Tangney, Miller, et al., 1996; Tangney et al., 1992; also Baumeister, Stillwell, & Heatherton, 1994; Leith & Baumeister, 1998). Thus, self-control is associated with emotional patterns that seem beneficial both to the individual and to other people associated with the individual.

During the past several years that we have spent on this project, we began to make our scale available to other researchers, and they have also found that high self-control predicts positive outcomes. People who score high on our self-control scale show better interpersonal accommodation, better dyadic adjustment, and more satisfying relationships (Finkel & Campbell, 2000), lower juvenile delinquency and less adolescent alcohol abuse (Engels, Finkenauer, & Den Exter Blokland, 2000), and better ability to make themselves perform an aversive task in the laboratory as well as resistance to ego depletion (Twenge, Tice, & Baumeister, 2000). Rohde (2000) found that high self-control was linked to adaptive traits and

behavior patterns but was not related to intelligence, which is especially important because it helps rule out that intelligence contributed to the present study's finding that grade point average was correlated with self-control. Last, Cox (2000) found that supervisors with high self-control were more trusted by their subordinates and received higher ratings on fairness. Smith (2001) replicated our finding that high self-control predicted better grades among university students, using official grade reports obtained from the university registrar rather than self-report.

Smith's (2001) use of objective measures is relevant to the main limitation of the present research, namely its reliance on self-report. In principle, our results might reflect a response bias or self-deception pattern that causes people to report high self-control along with positive outcomes on adjustment, performance, and other variables. This concern is somewhat diminished by our findings that controlling for social desirability biases scarcely affected most of the links between self-control and other outcomes. Still, objective measures of personal outcomes are desirable ways of ensuring that the ostensible benefits of self-control are not entirely a product of distorted self-perceptions. Smith, in fact, found that the correlation of self-control with grade point average was higher for objective grade reports than for self-reported grades, which is thus doubly reassuring. By the same token, Cox's (2000) finding that subordinates gave more favorable ratings to leaders with high self-control helps offset any concern that the superior leadership of those people is confined to their own self-appraisals. In sum, the present studies relied on self-reports, but encouraging findings from other investigations (as well as our social desirability biases) suggest that the benefits of self-control are indeed objectively valid.

Costs of Self-Control

Not all theoretical views about self-control have emphasized positive outcomes. In particular, theories about overcontrol have held that high levels of self-control contribute to pathologies such as obsession and compulsion.

The present results offer no support for the view that high levels of self-control are bad. All our findings suggest linear effects such that more self-control is better. Analyses designed to test for curvilinearity failed consistently to find any evidence that scores at both extremes

are problematic. Even on measures such as eating disorder symptoms and obsessive/compulsive tendencies, where overcontrol should be most apparent, our findings suggested a linear pattern such that higher self-control was associated with fewer symptoms.

In short, there was no evidence of problems at both ends of the continuum of self-control. In fact, self-control might be better conceptualized as self-regulation—the ability to regulate the self strategically in response to goals, priorities, and environmental demands. From this perspective, rigid “overcontrolled” individuals (e.g., those with obsessive-compulsive disorder, anorexia) suffer from problems regulating and directing their capacity for self-control. Such overcontrolled individuals may be said to lack the ability to control their self-control. In contrast, individuals genuinely high in self-control have the ability to exert self-control when it is required (e.g., forgoing a party to study for an exam, passing on dessert) and to suspend self-control when it is not (e.g., during spring break, at one’s own birthday party)—similar to Block & Kremen’s (1996) description of the ego resilient individual. Consistent with this notion, SCS scores were substantially positively correlated with conscientiousness but much less clearly linked to perfectionism.

Measurement of Self-Control

Given that self-control has such broad implications for adjustment, it is surprising that there are not many theoretically informed, reliable, and valid measures of self-control. Apart from their substantive implications, results from the current study provide strong support for the reliability and validity of the Self-Control Scale—a relatively brief, easily administered paper-and-pencil measure. Its internal consistency was good, especially for the full scale but also for the subscales. Retest reliability over a one-to-three-week period was also satisfactorily high. Moreover, the brief, 13-item version of the SCS performed nearly as well as the full-length version.

Self-Control and Social Desirability

Scores on social desirability correlated substantially with scores on the Self-Control Scale. This substantial amount of shared variance could be interpreted in two ways. One interpretation is that self-reports on self-control are colored by social desirability bias, as when people falsely claim to have good self-control because they

want to look good and conform to socially approved norms. The other interpretation is that people who do have high self-control are more likely actually to do things that are socially desirable, because social desirability consists essentially of overriding selfish interests in order to do what is best for the entire community.

The strong and significant links between self-control and measures of performance, impulse control, and psychological adjustment held even when we controlled for social desirability. (The findings from the interpersonal cluster were somewhat less robust with respect to social desirability.) In contrast, social desirability lost most of its predictive power when we controlled for self-control scores. Thus, the effects of self-control were more robust than those of social desirability, and indeed self-control has arguably the prior claim on much of the variance it shares with social desirability.

Our results should be quite encouraging to those who believe that self-control produces positive benefits. Our results are correlational and therefore do not establish that self-control produces positive effects, but we think that that is the most plausible interpretation of our findings. In any case, the array of positive correlations between self-control and positive outcomes suggests that the benefits of self-control are worth serious consideration. We found that people with high self-control got better grades, were better adjusted, had better interpersonal skills and better interpersonal relationships, and had more optimal emotional lives than other people. Put another way, people low on self-control reported a remarkable range of unhappy and undesirable outcomes in schoolwork, social life, personal adjustment, and emotional patterns.

Thus, the main conclusion is that self-control as measured by our scale is linked to beneficial, positive outcomes across remarkably diverse domains. Evidence of causal influence will have to wait for experimental and longitudinal research designs, but it seems safe to regard high self-control as a marker of good adjustment. Indeed, given the breadth of positive outcomes it predicts, self-control may well be at the core of psychological adjustment.

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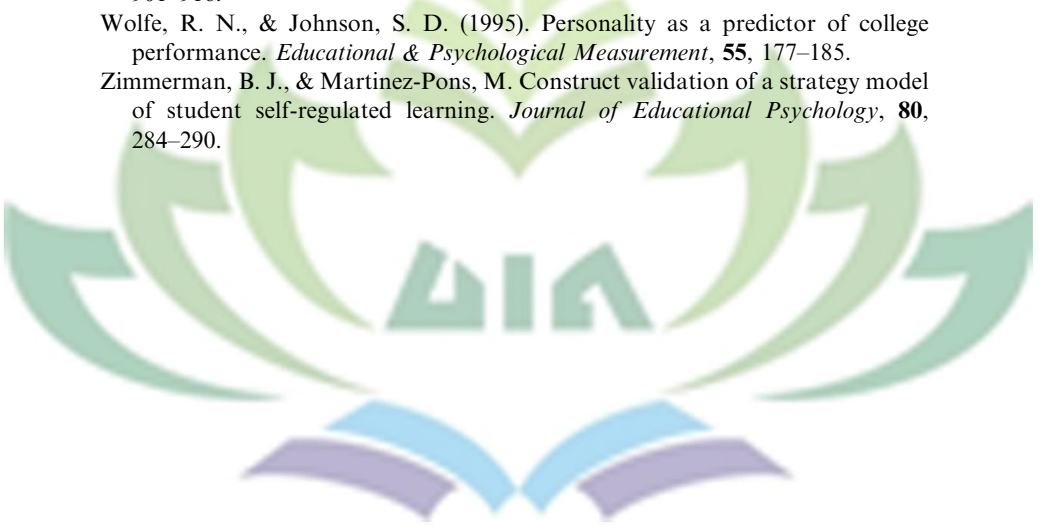
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Self-Control Scale

Using the scale provided, please indicate how much each of the following statements reflects how you typically are.

| | | Not at all | Very much |
|-----|--|------------|-----------|
| | 1. I am good at resisting temptation. | 1—2—3—4—5 | |
| (R) | 2. I have a hard time breaking bad habits. | 1—2—3—4—5 | |
| (R) | 3. I am lazy. | 1—2—3—4—5 | |
| (R) | 4. I say inappropriate things. | 1—2—3—4—5 | |
| | 5. I never allow myself to lose control. | 1—2—3—4—5 | |
| (R) | 6. I do certain things that are bad for me, if they are fun. | 1—2—3—4—5 | |
| | 7. People can count on me to keep on schedule. | 1—2—3—4—5 | |
| (R) | 8. Getting up in the morning is hard for me. | 1—2—3—4—5 | |
| (R) | 9. I have trouble saying no. | 1—2—3—4—5 | |
| (R) | 10. I change my mind fairly often. | 1—2—3—4—5 | |
| (R) | 11. I blurt out whatever is on my mind. | 1—2—3—4—5 | |
| (R) | 12. People would describe me as impulsive. | 1—2—3—4—5 | |
| * | 13. I refuse things that are bad for me. | 1—2—3—4—5 | |
| (R) | 14. I spend too much money. | 1—2—3—4—5 | |
| | 15. I keep everything neat. | 1—2—3—4—5 | |
| (R) | 16. I am self-indulgent at times. | 1—2—3—4—5 | |
| (R) | 17. I wish I had more self-discipline. | 1—2—3—4—5 | |
| | 18. I am reliable. | 1—2—3—4—5 | |
| (R) | 19. I get carried away by my feelings. | 1—2—3—4—5 | |
| (R) | 20. I do many things on the spur of the moment. | 1—2—3—4—5 | |

| | | | | | | | |
|-----|-----|---|---|---|---|---|---|
| (R) | 21. | I don't keep secrets very well. | 1 | 2 | 3 | 4 | 5 |
| * | 22. | People would say that I have iron self- discipline. | 1 | 2 | 3 | 4 | 5 |
| (R) | 23. | I have worked or studied all night at the last minute. | 1 | 2 | 3 | 4 | 5 |
| (R) | 24. | I'm not easily discouraged. | 1 | 2 | 3 | 4 | 5 |
| | 25. | I'd be better off if I stopped to think before acting. | 1 | 2 | 3 | 4 | 5 |
| | 26. | I engage in healthy practices. | 1 | 2 | 3 | 4 | 5 |
| | 27. | I eat healthy foods. | 1 | 2 | 3 | 4 | 5 |
| * | 28. | Pleasure and fun sometimes keep me from getting work done. | 1 | 2 | 3 | 4 | 5 |
| (R) | 29. | I have trouble concentrating. | 1 | 2 | 3 | 4 | 5 |
| * | 30. | I am able to work effectively toward long-term goals. | 1 | 2 | 3 | 4 | 5 |
| (R) | 31. | Sometimes I can't stop myself from doing something, even if I know it is wrong. | 1 | 2 | 3 | 4 | 5 |
| * | 32. | I often act without thinking through all the alternatives. | 1 | 2 | 3 | 4 | 5 |
| (R) | 33. | I lose my temper too easily. | 1 | 2 | 3 | 4 | 5 |
| (R) | 34. | I often interrupt people. | 1 | 2 | 3 | 4 | 5 |
| (R) | 35. | I sometimes drink or use drugs to excess. | 1 | 2 | 3 | 4 | 5 |
| | 36. | I am always on time. | 1 | 2 | 3 | 4 | 5 |

* Items included in the Brief Self Control measure

(R) Reversed Items

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Internet Addiction Test (IAT) by Dr. Kimberly Young.

Internet Addiction Test (IAT) is a reliable and valid measure of addictive use of Internet, developed by Dr. Kimberly Young. It consists of 20 items that measures mild, moderate and severe level of Internet Addiction.

To begin, answer the following questions by using this scale:-

| | |
|---|----------------|
| 0 | Does not apply |
| 1 | Rarely |
| 2 | Occasionally |
| 3 | Frequently |
| 4 | Often |
| 5 | Always |

| | Question | Scale | | | | | |
|----|--|-------|---|---|---|---|---|
| 1 | How often do you find that you stay on-line longer than you intended? | 1 | 2 | 3 | 4 | 5 | 0 |
| 2 | How often do you neglect household chores to spend more time on-line? | 1 | 2 | 3 | 4 | 5 | 0 |
| 3 | How often do you prefer the excitement of the Internet to intimacy with your partner? | 1 | 2 | 3 | 4 | 5 | 0 |
| 4 | How often do you form new relationships with fellow on-line users? | 1 | 2 | 3 | 4 | 5 | 0 |
| 5 | How often do others in your life complain to you about the amount of time you spend on-line? | 1 | 2 | 3 | 4 | 5 | 0 |
| 6 | How often do your grades or school work suffers because of the amount of time you spend on-line? | 1 | 2 | 3 | 4 | 5 | 0 |
| 7 | How often do you check your email before something else that you need to do? | 1 | 2 | 3 | 4 | 5 | 0 |
| 8 | How often does your job performance or productivity suffer because of the Internet? | 1 | 2 | 3 | 4 | 5 | 0 |
| 9 | How often do you become defensive or secretive when anyone asks you what you do on-line? | 1 | 2 | 3 | 4 | 5 | 0 |
| 10 | How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet? | 1 | 2 | 3 | 4 | 5 | 0 |
| 11 | How often do you find yourself anticipating when you will go on-line again? | 1 | 2 | 3 | 4 | 5 | 0 |
| 12 | How often do you fear that life without the Internet would be boring, empty, and joyless? | 1 | 2 | 3 | 4 | 5 | 0 |
| 13 | How often do you snap, yell, or act annoyed if someone bothers you while you are on-line? | 1 | 2 | 3 | 4 | 5 | 0 |
| 14 | How often do you lose sleep due to late-night log-ins? | 1 | 2 | 3 | 4 | 5 | 0 |
| 15 | How often do you feel preoccupied with the Internet when off-line, or fantasize about being on-line? | 1 | 2 | 3 | 4 | 5 | 0 |
| 16 | How often do you find yourself saying "just a few more minutes" when on-line? | 1 | 2 | 3 | 4 | 5 | 0 |
| 17 | How often do you try to cut down the amount of time you spend on-line | 1 | 2 | 3 | 4 | 5 | 0 |

| | | | | | | | |
|-----------|---|---|---|---|---|---|---|
| | and fail? | | | | | | |
| 18 | How often do you try to hide how long you've been on-line? | 1 | 2 | 3 | 4 | 5 | 0 |
| 19 | How often do you choose to spend more time on-line over going out with others? | 1 | 2 | 3 | 4 | 5 | 0 |
| 20 | How often do you feel depressed, moody or nervous when you are off-line, which goes away once you are back on-line? | 1 | 2 | 3 | 4 | 5 | 0 |

Total up the scores for each item. The higher your score, the greater level of addiction is.

20 – 49 points:

You are an average on-line user. You may surf the Web a bit too long at times, but you have control over your usage.

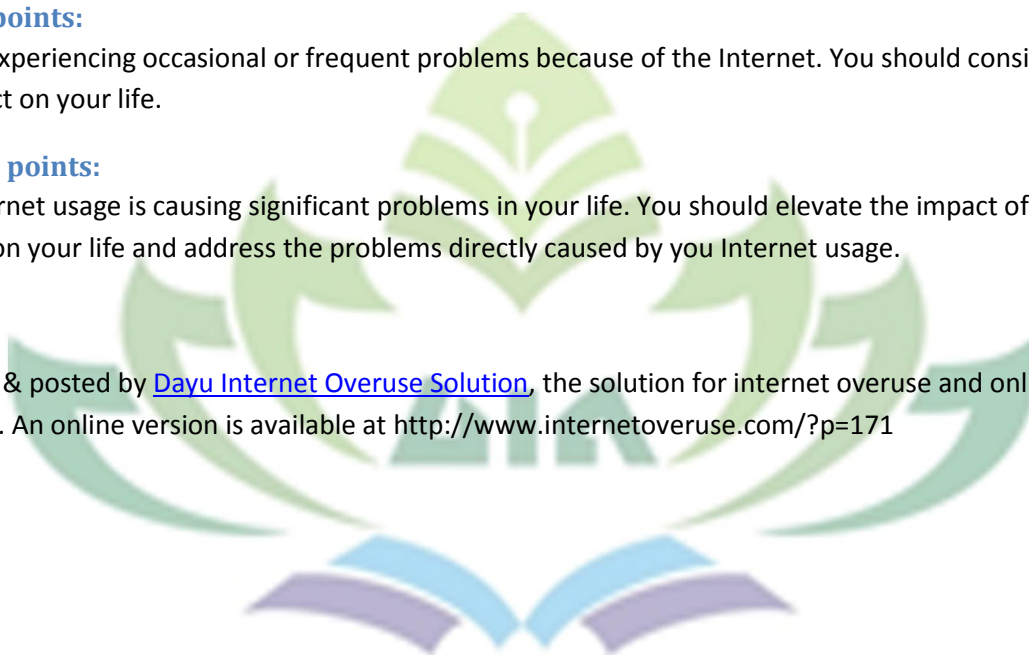
50 – 79 points:

You are experiencing occasional or frequent problems because of the Internet. You should consider their full impact on your life.

80 – 100 points:

Your Internet usage is causing significant problems in your life. You should elevate the impact of the Internet on your life and address the problems directly caused by you Internet usage.

Prepared & posted by [Dayu Internet Overuse Solution](http://www.internetoveruse.com/?p=171), the solution for internet overuse and online addiction. An online version is available at <http://www.internetoveruse.com/?p=171>



HUBUNGAN ANTARA KONTROL DIRI DAN KOMUNIKASI INTERPERSONAL DENGAN KECENDERUNGAN KECANDUAN INTERNET PADA MAHASISWA

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